

A TRANSITIVITY ANALYSIS OF ENGLISH TEXTS
IN *BAHASA INGGRIS WHEN ENGLISH RINGS THE BELL*

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



by

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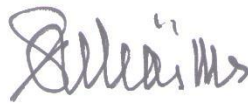
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A Thesis



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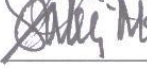
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RATIFICATION SHEET

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IN BAHASA INGGRIS WHEN ENGLISH RINGS THE BELL

Accepted by the Board of Examiners of Faculty of Languages and Arts of the State University of Yogyakarta on 15 January 2014 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* Degree in English Language Education

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 6 January 2014

Penulis,



Silvi Salsabil

MOTTOS

“I think, therefore I am”

(Rene Descartes)

“... and when you want something, all the universe conspires in helping you to achieve it”

(Paulo Coelho – The Alchemist)

“Good things come to those who wait, but the best things come to those who never give up!!”

(Bening Mayanti)

DEDICATIONS

For Dearest Dad and Mom 😊

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Yogyakarta, 6 January 2014

Silvi Salsabil

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
PERNYATAAN	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi
ABSTRACT	xvii
CHAPTER I: INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Objectives of the Study	5
F. Significance of the Study	5
CHAPTER II: LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND ANALYTICAL CONSTRUCT	7
A. Literature Review	7
1. Grammar and Language	7
2. Transitivity System	9
3. Research on Second Language Classroom	26
4. Teaching Teenagers	29
5. Implication of the Theories in Teaching and Learning Process	34
6. About <i>Bahasa Inggris When English Rings the Bell</i>	38
B. Conceptual Framework	39
C. Analytical Construct.....	43

CHAPTER III: RESEARCH METHODS.....	45
A. Type of Research.....	45
B. Data and Source of the Data	45
C. Research Instruments	46
D. Technique of Data Collection	50
E. Data Reduction.....	51
F. Data Analysis Technique	51
G. Trustworthiness of the Data	52
CHAPTER IV: FINDINGS AND DISCUSSIONS	53
A. Research Findings	53
1. Process Types.....	53
2. Participant Functions.....	54
3. Circumstantial Elements	56
4. Topics, Grammar, Communicative Skills, and Major Competence.....	57
B. Discussion	58
1. Process Types and Participant Functions.....	58
a. Material Process	58
b. Mental Process	60
c. Relational Process	61
d. Behavioral Process	62
e. Existential Process	63
f. Verbal Process.....	64
2. Circumstantial Elements	66
a. Extent	67
b. Location.....	68
c. Manner	70
d. Cause	72
e. Accompaniment	73
f. Matter	74
g. Angle	74
3. Relevance in Teaching and Learning English.....	75
CHAPTER V: CONCLUSION AND SUGGESTION.....	86
A. Conclusions	86
B. Suggestions	87
REFERENCES.....	89
APPENDICES	92
Appendix A: Major Competence and Basic Competence of Curriculum 2013.....	92

Appendix B: Table Analysis of Process Types and Participant Functions	96
Appendix C: Table Analysis of Circumstantial Elements	116
Appendix D: <i>Surat Keterangan</i>	124

LIST OF TABLES

Table 2.1 Formal, Traditional, and Functional Grammar	8
Table 2.2 Examples of Material Processes	10
Table 2.3 Examples of Recipient and Client in Material Process.....	10
Table 2.4 Examples of Actor and Initiator in Material Process	11
Table 2.5 Paired Verbs of Like Type and Please Type.....	12
Table 2.6 Examples of Attributing Processes	13
Table 2.7 Examples of Identifying Processes	13
Table 2.8 Examples of Behavioral Process.....	14
Table 2.9 The Boundaries of Behavioral Processes.....	14
Table 2.10 Examples of Existential Process	15
Table 2.11 Examples of Verbal Process	17
Table 2.12 Example of Meteorological Process	17
Table 2.13 Process Types, Range, and Examples.....	18
Table 2.14 Extent and Location of Circumstantial Elements	20
Table 2.15 Examples of Manner Circumstantial Elements.....	21
Table 2.16 Types of Circumstantial Elements and Examples.....	24
Table 2.17 Research in Oral and Written Discourse.....	26
Table 2.18 Topics, Grammar and Communication Skills.....	31
Table 2.19 Difference in Material and Mental Process.....	36
Table 2.20 Feature of Narrative Text, Transitivity, and Function	36
Table 2.21 Examples of the Language used in Science and Literary	37
Table 2.22 Examples of Material Processes	40
Table 2.23 Examples of Mental Processes.....	40
Table 2.24 Examples of Attributing Processes	41
Table 2.25 Examples of Identifying Processes	41

Table 2.26 Examples of Behavioral Process.....	41
Table 2.27 Examples of Existential Process	42
Table 2.28 Examples of Verbal Process	42
Table 2.29 Process Types and Range.....	42
Table 3.1 Data Analysis Sheet of Process Types and Participant Functions .	48
Table 3.2 Data Analysis Sheet of Circumstantial Elements	49
Table 4.1 Process Types of Transitivity Analysis in the English Textbook .	54
Table 4.2 Participant Functions of Transitivity Analysis in the English Textbook	55
Table 4.3 Characters as Participants in in the English Textbook.....	56
Table 4.4 Circumstantial Elements of Transitivity Analysis in in the English Textbook	56
Table 4.5 Topics, Grammar, Communicative Skills, and Major Competence	57
Table 4.6 Examples of Material Processes Found in the Textbook.....	59
Table 4.7 Examples of Material Processes Found in the Textbook.....	59
Table 4.8 Examples of Mental Processes Found in the Textbook	60
Table 4.9 Examples of Volition Process Found in the Textbook	60
Table 4.10 Examples of Relational Processes of Attributing Found in the Textbook	61
Table 4.11 Examples of Relational Processes of Identifying Found in the Textbook	61
Table 4.12 An Example of Behavioral Process Found in the Textbook.....	62
Table 4.13 Examples of Behavioral Process Found in the Textbook	63
Table 4.14 Examples of Existential Process Found in the Textbook.....	63
Table 4.15 Examples of Verbal Process Found in the Textbook.....	64
Table 4.16 The Distribution of Circumstantial Elements of Transitivity Analysis.....	66
Table 4.17 An example of Distance-Extent Circumstantial Element	67
Table 4.18 Examples of Duration-Extent Circumstantial Element.....	67

Table 4.19 Examples of Frequency-Extent Circumstantial Element	68
Table 4.20 Examples of Place-Location Circumstantial Element.....	68
Table 4.21 Examples of Time-Location Circumstantial Element.....	69
Table 4.22 Examples of Quality-Manner Circumstantial Element	70
Table 4.23 Examples of Means-Manner Circumstantial Element	71
Table 4.24 An example of Comparison-Manner Circumstantial Element ...	71
Table 4.25 An example of Degree-Manner Circumstantial Element	71
Table 4.26 An example of Purpose-Cause Circumstantial Element	72
Table 4.27 An example of Behalf-Cause Circumstantial Element	72
Table 4.28 Examples of Comitative-Accompaniment Circumstantial Element	73
Table 4.29 Examples of Manner Circumstantial Element	74
Table 4.30 Examples of Source-Angle Circumstantial Element	74
Table 4.31 Clauses Promoting Gratitude	81
Table 4.32 Clauses Promoting Politeness	82
Table 4.33 Clauses Promoting Care	82
Table 4.34 Clauses Promoting Discipline.....	83
Table 4.35 Clauses Promoting Confidence.....	83
Table 4.36 Clause Promoting Cooperation	84

LIST OF FIGURES

Figure 2.1 Register and Genre	28
Figure 2.2 Context and Text.....	29
Figure 2.3 Some Pages of the English Textbook	39
Figure 2.4 Analytical Construct of the Study.....	44
Figure 4.1 A Part of Page Containing a Behavioral Process	62
Figure 4.2 A Page Containing a Marked Verbal Process	65
Figure 4.3 A Page that Needs an Additional Instruction	78

LIST OF ABBREVIATIONS

Ma	: Material	Di	: Distance
Me	: Mental	Du	: Duration
Re	: Relational	Fr	: Frequency
Be	: Behavioral	Pl	: Place
Ex	: Existential	Ti	: Time
Ve	: Verbal	Ms	: Means
Ac	: Actor	Qu	: Quality
Go	: Goal	Co	: Comparison
Rc	: Recipient	Dg	: Degree
Cl	: Client	Rs	: Reason
In	: Initiator	Bf	: Behalf
Sc	: Scope	Cm	: Comitative
Se	: Senser	Ad	: Additive
Ph	: Phenomenon	Mt	: Matter
Ca	: Carrier	Gu	: Guise
At	: Attribute	Pd	: Product
Id	: Identified	Cd	: Condition
Ir	: Identifier	Df	: Default
Bh	: Behaver	Cn	: Concession
Br	: Behavior	So	: Source
Et	: Existent	Vp	: Viewpoint
Sa	: Sayer	Ch	: Chapter
Ta	: Target	Circ.	: Circumstance
Rv	: Receiver		
Vb	: Verbiage		

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Abstract

This study was conducted to describe Process Types, Participant Functions, and Circumstantial Elements of Transitivity Analysis that characterize in English Texts of an English textbook entitled *Bahasa Inggris When English Rings the Bell*. The study was also aimed to describe and explain the linguistic competence revealed in the textbook.

This study applied descriptive qualitative method that described texts found in the textbook. The data were in the form of clause of English texts. The instruments involved in this study were the researcher and the data sheets as secondary instruments. In collecting the data, this study used *Sadap*, *Simak Bebas Libat Cakap*, and *Catat* technique and purposive sample technique to select the data. The data analysis was conducted through *Metode Padan* which applied *Teknik Pilah Unsur Penentu* and then was followed by *Teknik Hubung Banding*. Triangulation technique was used to get dependability of the data through peer reviews and expert judgment.

The study found that the characterized Process Types and Participant Functions were Relational (41.22%) and its Participants named Carrier, Attribute, Identified, and Identifier (42.59%). The characterized Circumstantial Element is Place-Location (55.51%). Based on the analysis, the genre refers to descriptive texts and the texts in the textbook have appropriately maintained the competencies stated in the recent Curriculum.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Education is a long term process that people conduct in their whole life. It is a process of transferring knowledge, building characters, and also involvement in the social environment. Education can be divided into three types. Those are formal, non-formal, and informal. Formal education is usually related to school and university which enables the students to interact with their teacher and other students in a classroom to get deeper understanding of knowledge.

Recently, the government still develops the implementation of Curriculum 2013 as the improvement of the previous curriculum. English is one of many subjects taught in school that is also developed and changed. In Curriculum 2013, English is only an extracurricular lesson for the students of elementary school. For junior high school students, it is taught for about four class hours in a week. The teaching and learning process hopefully can be more communicative and relevant to many competencies and skills needed by the society.

Since it is newfangled Curriculum, there are only several schools implementing Curriculum 2013. Based on the data of *Kemendikbud*, in D.I. Yogyakarta there are 29 junior high schools, 29 senior high schools, and 23 vocational schools implementing this curriculum. In line with the renewal

curriculum, the decision to provide a new textbook is based on the relevant standard competence and basic competence stated on the curriculum.

In the time of conducting this study, the government has published textbooks of some subjects for students in class I, VI, VII, and X. The textbooks are accepted by virtue of *Permendikbud No 71 Tahun 2013*. The English textbook used by junior high school students has also been published and distributed while some senior high school students still used English textbooks referring to the previous curriculum and a module provided by the teacher.

The Ministry of Education and Culture has provided a book for English subject in relevance to the recent curriculum entitled *Bahasa Inggris When English Rings the Bell*. The book is for the seventh grade students and contains eight chapters for an academic year. It is accompanied by a manual book for the teacher. The materials are visualized in enjoyable ways through games, pictures, and also include songs in some chapters.

On the other hand, how the teachers and the students implemented the language features and competencies promoted by the textbook are questionable. This happens because the textbook is quite different in visualizing the materials. It contains many pictures and involves many characters. The textbook users still need to be creative in using textbook to reach the expected competencies stated in the basic and standard competence of the Curriculum. Therefore, the study of the language in accordance with the English teaching and learning material should be conducted in order to know how to implicate the recent Curriculum through textbook.

B. Identification of the Problem

From the background above, there are some problems related to the use of textbook as the medium of instruction. This research concerns on the language used in *Bahasa Inggris When English Rings the Bell* textbook. There are some issues related to the language of teaching materials that can be observed.

The first issue is the vocabulary. This problem deals with the choice of words, as mentioned before that the book is used by the seventh grade students so the choice of words should be different from words used by adults. Since the students are categorized as teenage learners and they learn English for the first time, the book has to be convenient to the students' age. For example words regarded as abstract nouns are difficult to understand by the students because young learners usually pay more attention to concrete nouns. Therefore, the chosen topics in the textbook usually refer to the nearest environment of the students.

The second issue is the sentence pattern. This problem is related to how the sentences in the textbook are combined and arranged as comprehensible materials for the reader. The issue also includes the accurate use of grammatical rules in the materials.

The third issue is related to culture. It is linked with how the performance of English language in English native speaker society is transferred to Indonesian culture. It refers to the way the writer wrote the textbook, whether it is similar to the English textbook of the English native speaker country or not, and how it is related to the process of making meaning.

The last issue is the cohesion and coherence. It is confusing for the students if the materials are arranged in incoherent order. Thus, the textbook should be written in the appropriate order, for example from the simplest to the most difficult materials and exercises.

C. Limitation of the Problem

In order to make this research feasible, the researcher focused the study on sentence pattern problems found in *Bahasa Inggris When English Rings the Bell* textbook. In Systemic Functional Linguistics, it is related to the Metafunction of language.

The texts analysis was in Ideational Metafunction, which was focused on the Experiential Meaning, especially transitivity analysis. The analyzed texts were English texts related to the language of the materials.

D. Formulation of the Problem

Based on the background, the identification, and the limitation of the problem above, the problems are formulated as follows:

1. What are the transitivity Process Types that characterize the English text in *Bahasa Inggris When English Rings the Bell*?
2. What are the Participant Functions that characterize the English text in *Bahasa Inggris When English Rings the Bell*?
3. What are the Circumstantial Elements that characterize the English text in *Bahasa Inggris When English Rings the Bell*?

4. What are linguistic features revealed in *Bahasa Inggris When English Rings the Bell*?
5. What are competencies revealed in *Bahasa Inggris When English Rings the Bell* and how they should be implemented in the teaching and learning process?

E. Objectives of the Study

In line with the formulation of the problem above, this study is aimed at:

1. identifying the transitivity Process Types characterizing the English texts in *Bahasa Inggris When English Rings the Bell*,
2. identifying the Participant Functions characterizing the English texts in *Bahasa Inggris When English Rings the Bell*,
3. identifying the Circumstantial Elements characterizing the English texts in *Bahasa Inggris When English Rings the Bell*, and
4. describing the linguistic features revealed in the English texts of *Bahasa Inggris When English Rings the Bell*, and
5. explaining competencies revealed in the English texts of *Bahasa Inggris When English Rings the Bell* and how they should be implemented in the teaching and learning process.

F. Significance of the Study

This study is expected to give advantages directly or indirectly. The advantages are as follows:

1. it can enrich linguistic fields, especially about Experiential Meaning on transitivity system, to students who took linguistic concentration,
2. it can provide some necessary knowledge in analyzing what competencies are exactly promoted by the textbook,
3. it can be used as bibliographical resource for the next relevant type of research, and
4. it can give knowledge in understanding and implementing the major competence and basic competence of Curriculum 2013.

CHAPTER II

LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND ANALYTICAL CONSTRUCT

A. Literature Review

This study refers to theories of systemic functional linguistics proposed by some linguist, especially M.A.K. Halliday (2004) in *An Introduction to Functional Grammar*. The textbook investigated is an English textbook entitled *Bahasa Inggris When English Rings the Bell*. In addition, some theories of research in second language classroom, teenager learners, and implication in the teaching and learning are discussed to support this study.

1. Grammar and Language

Language is a system of meaning. It means, whenever people use language, they tend to construct meaning. Thus, grammar becomes a study of how people arrange the choice of words and other grammatical resources to convey their purposes. When people use language to make meaning, they do so in specific situations, and the form of language that they use in discourse is influenced by the complex aspects of those situations.

According to Gerot and Wignell (1994: 2-5) grammar is a theory of language, of how language works and how is put together. Particularly, it is the study of wordings. Traditional grammar focuses on rules for producing correct sentences. But, it has two main weaknesses. First, the rules it prescribes are based on the language of a very small group of middle-class English speakers. Second,

the rule deals only with the most superficial aspect of writing. Formal grammar, moreover, views language as a set of rules which allow or disallow certain sentence structure. It also describes the structure of individual sentences.

Systemic Functional Grammar is the grammar that has been developed by systemic functional linguist. SFG is a way of describing lexical and grammatical choices from the system of wording so people are always aware of how language is being used to realize meaning. This grammar attempts to describe language in actual use and focus on text and their context (Gerot and Wignell, 1994: 6). In short, it views language as a resource for making meaning in understanding how text works. The main differences in perspectives among the three grammars are:

Table 2.1: Formal, Traditional, and Functional Grammar

	Formal + Traditional	Functional
primary concern	how is (should) this sentence be structured?	how are the meanings of this text realized
unit of analysis	sentence	whole texts
language level of concern	syntax	semantics
language	a set of rules for sentence construction, something we know	a resource for meaning making, something we do

Source: Gerot and Wignell 1994: 7

In SFL, the ways people use language is classified into three categories, they are called as language metafunction which consists of:

1. Ideational Metafunction, the language is used to organize, understand, and express our perceptions of the world and of our consciousness. In IFG, the Ideational Metafunction is classified into the Experiential and Logical subfunctions. The Experiential Meaning is largely concerned with content

or ideas. The Logical Meaning is concerned with the relationship between ideas. (Bloor and Bloor, 2004: 10; Butt et al., 2000: 5)

2. Interpersonal Metafunction, the language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feeling, attitude, and judgments (Bloor and Bloor, 2004: 11). In addition, Butt et al. (2000: 5) state that the Interpersonal Meaning uses language to encode interaction, to show how defensible we find our proposition, and to encode ideas about obligation and inclination.
3. Textual Metafunction, language is used to relate what is said or written to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself (Bloor and Bloor, 2004: 11).

2. Transitivity System

Transitivity is relevant to the Ideational Meaning of semantics and field of context of situation. In transitivity clauses can be classified into three constituents. They are Process types, Participant functions, and Circumstances. Historically the process is one of dialectic engagement between the nominal group and the clause. It is a continuous process, moving across the boundary between different languages: it began in ancient Greek and later transmitted into English and the other languages of modern Europe (Halliday, 2002: 170).

a. Process Types and Participant Functions

1) Material Process

Material processes are process of doing and happening. They express the notion that the same entity does something which may be done to some other

entities. *Happening* represented by an intransitive Material clause and *doing* represented by a transitive Material clause. There are two main Participant Functions. They are Actor and Goal involve in Material Process. Actor is the one that does the need or performs the action, whereas Goal is the one suffers or undergoes the process.

Beside two participants above, Material also has two other Participants named Range and Beneficiary. The Range in the Material Process is usually called as Scope.

Table 2.2: Examples of Material Processes

Jackson	is climbing	the tree
She	did	some research
The Icicles	formed	
Actor	Material Process	Range: Scope

Beneficiary is the one to whom or for whom the process is said to take place. In Material process, there are two kinds of Beneficiary named Recipient and Client. Recipient is one that goods are given to, whereas client is one that services are done for. These involve verbs such as *give*, *send*, *offer*, *buy*, and *take*.

Table 2.3: Examples of Recipient and Client in Material Process

I	posted	a letter	to a friend
Actor	Material Process	Goal	Recipient

The architect	built	a house	for his mother
Actor	Material Process	Goal	Client

A rather rare participant in Material is Initiator (Halliday and Matthiessen, 2004: 509; Bloor, 2004: 116). This shows up in such structures as *He marched them up to the top of the hill*. Here, *he* is not the Actor; the actual marching is

done by them. *He* is the prime instigator of the action, which *he* initiates, hence Initiator. The examples below can ensure the difference between actor and initiator.

Table 2.4: Examples of Actor and Initiator in Material Process

John	rolled	the ball	John	made	the ball	roll
Actor		Goal	Initiator		Actor	

In addition, some clauses may contain Circumstantial Elements to show that the process happens in certain Circumstance. The particular Circumstantial Elements that usually occur in Material are Extent, Location, Cause, Manner, Matter, Role, and Accompaniment (Eggins, 2004: 222).

2) Mental Process

Mental Process is a process of feeling, thinking, and perceiving. The participants in a Mental Process are a Senser and a Phenomenon. Senser is the conscious being that feels, thinks, or perceives. Phenomenon is that which is felt, thought, and perceived. It is similar to Scope in Material, thus it is often categorized as a subtype of Range.

According to Lock (1996: 105), there are four types of Mental Processes: perception (seeing, hearing, noticing, feeling, and smelling), affection (liking, loving, fearing, hating, admiring, and missing), cognition (thinking knowing believing, doubting remembering, forgetting, and understanding), and volition (wanting, needing, desiring, hoping, and wishing). Mental processes are represented in the language as two-way processes, whereas there is no parallel to this bi-directionality in Material clauses.

Table 2.5: Paired Verbs of Like Type and Please Type

like type	please type	like type	please type
I like it	It pleases me	I forget it	It escapes me
I fear it	It frightens me	I notice it	It strikes me
I wonder at it	It amaze me	I believe it	It convinces me
I don't understand it	It puzzles me	I admire it	It impresses me

Meanwhile, Mental Processes are process of sensing, such as feeling, thinking, and seeing. Therefore, they cannot be probed or substituted by “do”. In accordance with the example above, we cannot say, *What did Mary do with the gift? She liked it.*

Halliday (1985:112) states that all Mental Processes potentially involve both Senser and Phenomenon. This does not mean that both must always be present in the clause. It can be a Senser and no Phenomenon as ‘Jill cannot see’ and ‘Tim knows’. In reality, there is presumably something that Jill cannot see, or else she has lost her eyesight and cannot see anything at all and likewise there is something that Tim knows. But it is not made explicit.

On the other hand, there may be a Phenomenon and no Senser, as in ‘She only does it to annoy’ and ‘Because she knows it teases’ where the implied Senser of ‘annoy’ and ‘teases’ is simply ‘people’. The particular Circumstances that usually occur are similar with those found in Material Process (Eggins, 2004: 233).

3) Relational Process

Relational processes involve states of being and having. They can be classified according to whether they are being used to identify something or to assign a quality to something. Process which establishes an identity is called

Identifying process and process which assigns a quality is called Attributing processes. Each has its own characteristic Participant Functions. Usually, they are classified into three sub-classification named Intensive, Possessive, and Circumstance.

Table 2.6: Examples of Attributing Processes

Intensive	John	is	clever
Possessive	Mary	has	a cat
Circumstantial	The fair	will be	on Thursday, April 19
	Carrier	Relational	Attribute

Here are some words of the more common Relational Processes of Attributing: *be, become, go, get, turn, grow, keep, stay, remain, look, appear, seem, smell, taste, feel, sound, end up, turn out, last, weigh, concern, cost, has, belong to, need, require.*

Table 2.7: Example of Identifying Processes

Intensive	John	is	the cleverest student here
Possessive	The cat	is	Mary's
Circumstantial	Today	is	August, 16 2013
	Identified	Relational	Identifier

Here are some words of the more common Relational Processes of Identifying: *be, become, equal, add up to, play, act as, call, mean, define, represent, spell, express, form, give, constitute, imply, stand for, symbolize, realize, indicate, signify, betoken, take up, span, resemble, occupy, own, include, involve, contain, comprise, provide, cause.* The easiest way to differentiate the Attributing and Identifying Processes is that Identifying Processes are reversible.

4) Behavioral Process

Behavioral process is a process of physiological and psychological behavior, like treating, dreaming, smiling, and coughing. The majority of Behavioral Processes of clauses have one participant only. The Participant who is behaving, called Behavior, is typically a conscious being like Sensor, but the process functions more like the one of doing. Rarely, a further Participant occur named Behavior, as with *salty tears* in *cry salty tears*, *a sigh* in *breathe a sigh*, *blood* in *sweat blood*, *sweet dreams* in *dream sweet dream*.

Table 2.8: Examples of Behavioral Process

She	smiles	for you	
Betty	cried		bitter tears
I	breath	deeply	
They	dream	sweet	dreams
Behavior	Behavioral Process	Circumstance	Behavior

The Boundaries of Behavioral Process are indeterminate, but it can be recognized the kinds set out in the following table:

Table 2.9: The Boundaries of Behavioral Processes

i	[near mental]	processes of consciousness represented as forms of behavior	look, watch, stare, listen, think, worry, dream
ii	[near verbal]	verbal processes as forms of behavior	chatter, grumble, talk, gossip, argue, murmur, mouth
iii	-	physiological processes manifesting states of consciousness	cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod
iv	-	other psychological processes	breathe, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
v	[near material]	bodily postures and pastimes	sing, dance, lie (down), sit (up, down)

Source: Halliday and Matthiessen 2004: 251

Behavioral process is almost always middle; the most typical pattern is a clause consisting of Behaver and Process only, like *Don't breath! No one's listening, He's always grumbling*. The particular Circumstances that usually occur are Manner and Cause (Eggins, 2004: 234).

5) Existential Process

Existential Process has only a participant named Existent. The process has two main forms of grammatical relation, with a copular verb and an empty *there* as Subject and with a copular verb, the Existent as Subject and usually a circumstantial adjunct.

Table 2.10: Examples of Existential Process

There	is	a man waiting for you
There	were	fifty of you
	Process	Existent

Ten of us	were	in the party
Existent	Process	Circumstantial Adjunct

When some clauses have only the Existent without any explicit Circumstances, the semantically empty Subject *there* is almost obligatory. The particular Circumstantial Element that usually occurs is Location (Eggins, 2004: 238).

6) Verbal Process

Verbal Process is a process of saying. Some verbs used to express the verbal processes include *talk, say, ask, reply, suggest, praise, insult, slander, and flatter*. It has a participant named Sayer, who is the doer of the process of

verbalization. Moreover, he (1985: 240-241) categorizes the projection of Verbal Process as follows:

1. Stating: statement, report, news, rumor, claims, assertion, argument, insistence, proposition, assurance, and imitation.
2. Questioning: question, query, inquiry argument, despite.
3. Offering: offer, suggestion, proposal, threat, promise.
4. Commanding: order command, instruction, demand, and request.

Bloor and Bloor (2004: 124) say that sometimes, the Sayer use some extra element of meaning related to the speech act realized the usage of some verbs as *urge, explain, remind, challenge, beg, promise, grumble, agree, report, lisped, growled, whisper, sneer, snarled, barked, bawled, babbled on, gasped*.

The process also has other Participants named Receiver, Verbiage, and Target. Receiver is the person to whom the verbalization is addressed. For example as in 'I asked *her* if she had heard him.' Verbiage represents what the Sayer said but instead of representing it as a quotation of what the actual words used (Quoted) or the proposition expressed in those words (Reported), it is rather to refer to what is said by classifying it in terms of its character as an expression. But, Quoted and Reported are not participants in the clause because they are separate clause from the clause containing Sayer and Process (Bloor and Bloor 2004: 122). Verbiage can be seen in such expressions as *ask a question, state your case, talk my language, speak English, and tell the facts*. It can also be a clause that is not a projection of speech or thought, as in 'He told me *what I want to know*.' There are two kinds of Verbiage, that which refers to the content, as in

describe the apartment, and that which specifies the nature of verbal process, such as *tell a story*, are analogues respectively to the Material ‘entity Scope’ and ‘process Scope’.

Target is a fairly peripheral participant and does not occur with direct or indirect speech, except incidentally. It is the person or thing which is ‘targeted’ by the process as in ‘Former party officials criticized *party leadership*.’ Lexical verbs which accept a Target include: *describe, explain, praise, flatter, blame, condemn, castigate*. The commonest Circumstance in Verbal Process is Manner (Eggins 2004: 235)

Table 2.11: Examples of Verbal Process

John	always	praises	Mary	to his friends
Sayer	Circ.	Verbal Process	Target	Receiver

John	said	something	to me
Sayer	Verbal Process	Verbiage	Receiver

7) Another process type

Some linguists mention another process type for some clauses as follows:

Table 2.12: Examples of Meteorological Process

It	‘s hot
It	‘s windy
It	‘s hailing
	Meteorological

The ‘it’ has no representational function, but does provide a Subject. These are analyzed as Process: Meteorological (Gerot and Wignel 1994: 73, Halliday and Matthiessen 2004: 175).

Actually, some Participants in the Processes mentioned before can be classified into Range. The Range is the element that specifies the range of domain of the process. A Range may occur in Material, Behavioral, Mental, and Verbal Processes.

Table 2.13: Process Types, Range, and Examples

Process Types	Range	Examples
Material	Scope	he rode his motorbike to work you haven't signed your name on this letter I'm following your example
Behavioral	Behavior	the child wept copious tears
Mental	Phenomenon	you can feel the pressure on your skull do you prefer tea for breakfast? I would recognize that face anywhere
Verbal	Verbiage	he made a defiant speech she speaks Russian with her children what question did you want to ask me?
Relational	Attribute Value	

Source: Halliday and Matthiessen 2004: 294

b. Circumstantial Element

Some linguists identify Circumstantial Elements by considering what probes use for eliciting or looking at the different question to which the circumstances provide answers. They classify them into seven types. They are Extent, Location, Manner, Cause, Accompaniment, Matter and Role (Eggins 2004: 222, Gerot and Wignell 1994: 52-53).

Moreover, Halliday (2004: 261-276) differentiates Circumstances into four types based on their purpose in a clause. Those are enhancing (Extent, Location, Manner, Cause, and Contingency), extending (Accompaniment), elaborating (Role), and projection (Matter, Angle). Some of linguists also agree in completing

the Circumstantial Elements with Contingency and Angle (Bloor and Bloor 2004: 131-132, Butt et al.: 2000: 65, Thompson 1996: 105).

1) Extent

Extent construes the extent of the unfolding of the process in space-time: the distance in space over which the purpose unfolds or the duration in time during which the process unfolds. The interrogative forms for Extent are *how far?*, *how long?*, *how many* (measure units)? *How many times?*. The typical structure is a nominal group with a qualifier, either definite e.g. *five days*, or indefinite, e.g. *many miles*, *a long way*, this occurs either with or without prepositions, the most usual preposition is *for*.

2) Location

Location construes the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds. The general interrogative of Location are *where?*, *when?*. Place includes not only static location in space, but also the source, path, and destination of movement. Similarly, time includes not only static location in time, but also the temporal analogues of source, path, and destination. The typical structure is an adverbial group or prepositional phrases, for examples are *down*, *underneath*, *by the door*, *in Canberra*, *long ago*, *before sunset*, *on Wednesday evening*, *among friends*, *between you and me*.

Table 2.14: Extent and Location of Circumstantial Elements

		spatial	temporal
extent	definite	five miles	five years

	indefinite	a long way	a long time
location	definite	at home	at noon
	indefinite	near	soon

			spatial	temporal
location	absolute		in Australia	in 1985
	relative	near	here, nearby	now, recently
		remote	there, a long way away then	then, a long time ago

			spatial	temporal
location	rest		in Sydney, at the airport	on Tuesday, at noon
	motion	towards	to Sydney	till Tuesday
		away from	from Sydney	since Tuesday

Source: Halliday and Matthiessen 2004 265-266

3) Manner

The Circumstantial Element of Manner construes the way in which the process is actualized. Manner comprises four subcategories: Means, Quality, Comparison, and Degree. These cover a considerable range; Means and Comparison tend to be realized by prepositional phrases, whereas Quality and Degree tend to be realized by adverbial groups.

Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms are *how* and *what with?*.

Quality is typically expressed by an adverbial group with *-ly* and adverb as Head; the interrogative is *how?* or *how ...?* plus appropriate adverb. Less commonly, Quality is realized by a prepositional phrase. The general type is one

where the preposition is *in* or *with* and the Head/Thing of the nominal group is the name of ‘manner’ either *manner* or *way*, or of a qualitative dimension such as *speed, tone, skill, ease, difficulty, term*; but phrasal expression of Quality also include more specific types, such as specifications of the manner of movement.

Comparison is typically expressed by prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference. The interrogative is *what ... like?*.

Degree is typically expressed by an adverbial group with a general indication of degree such as *much*, *a good deal*, *a lot*, or with a collocationally more restricted adverb of degree such as *deeply, profoundly, completely*, and *heavily*. The collocationally restricted adverbs collocate with verbs serving as Process, as in Mental clauses: *love + deeply, understand + completely, believe + strongly*. Less commonly, Degree may be expressed by a prepositional phrase, usually with *to* plus a nominal group with *extent, degree* as thing and intensifying adjective such as *high, large, great* as Epithet.

Table 2.15: Examples of Manner Circumstantial Element

Type	WH-form	Examples
means	how? what with?	(mend it) with a fusewire
quality	how?	(they sat there) in complete silence
comparison	what like?	(he signs his name) differently
degree	how much?	(they all love her) deeply

Source: Halliday and Matthiessen 2003: 269

4) Cause

Cause tells about *why*. It divides into three subtypes which construes the cause why the process is actualized. Reason tells what causes the Process and is probed by *why?* or *how?*. It represents the reason for which a process takes place,

what causes it, and they have the sense of ‘because’. For example *of thirst* in sentence *The sheep died of thirst*.

Purpose tells the purpose and is probed by *what for?* For example *for cigarettes* in sentence ‘He went to the shop for cigarettes’. While, in addition, Behalf tells for whose sake and is probed by *for whom?* For example *for his mother* in sentence ‘He went to the shop for his mother’.

5) Accompaniment

Accompaniment tells about *with* or *without who* or *what* and is can be probed by *who* or *what else?* It is expressed by prepositional phrase such as *with, without, besides, and instead of*. There are two types of Accompaniment. They are Comitative and Additive. Comitative represents the process as a single instance of a process. For example, ‘I left work *without my briefcase*’. Additive represents the process as two instances. For example, ‘*Instead of dingy velveteen* he had brown fur, soft, and shiny’.

6) Matter

Matter tells about ‘what’ or ‘with reference to what’ and is probed by *what about?* It is related to Mental Process, especially the cognitive subtype, and Verbal Process since it is the circumstantial equivalent of the Verbiage which is described, referred to, or narrated. The interrogative is *what about?* It is expressed by preposition such as *about, concerning, with reference to*. For example: ‘This book is talking *about functional grammar*’ and ‘We must warn *of the consequences of this truth*’.

7) Role

Role tells about *be* and *become*. It has two categories named Guise and Product. Guise usually tells about *what as* and is probed by *as what?* For example, He lived a quiet life *as a beekeeper*. Product refers to a probe what into, with the meaning of ‘become’. For example, They bend that rod in *a straight line*.

8) Contingency

Contingency specifies an on which the actualized of the process depends on what. There are three subtypes. Those are Condition, Concession, and Default. Condition construes Circumstances that have to obtain something in order for the process to be actualized, they have the sense of ‘it’. They can be expressed by prepositional phrase of with complex prepositions *in case of*, *in the event of*, *on condition of*. Concession construes frustrating cause, with the sense of ‘although’. It is expressed by prepositional phrase with the prepositions *despite*, *notwithstanding*, or the complex prepositions *in spite of* or *regardless of*. Default has the sense of negative condition. It is expressed by prepositional phrase with the complex prepositions *in the absence of*, *in default of*.

9) Angle

Angle is related either to the Sayer of a Verbal clause, with the sense of ‘as ... says’ or to the Senser of a Mental clause, with the sense of ‘as ... thinks’. The former is called as Source since it is used to represent the source of information. It is expressed by complex prepositions such as *according to* and *in the words of*. The latter is called as Viewpoint because it is used to represent the information given by the clause from somebody’s viewpoint. It is expressed by simple

preposition *to* or by complex preposition such as *in the view/opinion of* and *from the standpoint of*. This type of Angle occurs in Relational clauses that are agnate with Mental ones.

Table 2.16: Types of Circumstantial Elements and Examples

Types			wh-item	examples of realization
enhancing	Extent	distance	how far?	for; throughout 'measured'; nominal group
		duration	how long?	for; throughout 'measured'; nominal group
		frequency	how many times?	'measured' nominal group
	Location	place	where? [there, here]	at, in, on, by, near; to, towards, into, onto, (away) from, out of, off; behind, in front of, above, below, under, alongside ... adverb of place: abroad, overseas, home, upstairs, downstairs, inside, outside; out, up, down, behind; left, right, straight ...; there, here
		time	when? [then, now]	at, in, on; to, until, till, towards, into, from, since, during, before, after adverb of time: today, yesterday, tomorrow; now, then
	Manner	means	how? [thus]	by, through, with, by means of, out of (+material), from
		quality	how [thus]	in + a + quality (e.g. dignified) + manner/way, with + abstraction (e.g. dignity); according to adverbs in -ly, -wise; fast, well; together, jointly,

				separately, respectively
		comparison	how? what like?	like, unlike; in + the manner of ... adverbs of comparison differently
		degree	how much?	to + a high/low/ ... / degree/extent; adverb of degree much, greatly, considerably, deeply [often collocationally linked to lexical verb, e.g. love + deeply, understand + completely]
	Cause	reason	why?	because of, as a result of, thanks to, due to, for want of, for, of, out of, through
		purpose	why? what for?	for, for the purpose of, for the sake of, in the hope of
		behalf	who for?	for, for the sake of, in favour of, against ['not in favour of'], on behalf of
	Contingency	condition	why?	in case of, in the event of
		default		in default of, in the absence of, short of, without ['if it had not been for']
		concession		despite, in spite of
extending	Accompaniment	comitative	who/what with?	with; without
		additive	and who/what else?	as well as, besides; instead of
elaborating	Role	guise	what as?	as, by way of, in the role/shape/guise/form of
		product	what into?	into
projection	Matter		what about?	about, concerning, on, of, with reference to, in ['with respect to']
	Angle	source		according to, in the words of
		viewpoint		to, in the view/opinion of, from the standpoint of

3. Research on Second Language Classroom

Language is a dynamic process since writers generally expect to communicate emotionally and intellectually to the reader through text. To explain how language works, the contemporary linguists are interested in discourse aspect and functional linguist have been in the forefront of this type of work (Bloor and Bloor, 2004: 6). They say that the object of the study is the text that usually produced as language in communication.

McKay (2006: 89-140) in *Researching Second Language Classroom* divides classroom discourse into two types, oral discourse and written discourse. Further, she divides research of oral discourse into two kinds of analysis, those are interaction analysis and discourse analysis. Research of written discourse, on the other hand, is divided into three kinds of text analysis. They are text analysis of students' texts which consists of syntactic analysis and contrastive rhetoric analysis, text analysis of teacher texts which can be analysis of teacher feedback or of teacher designed material, and the latter is text analysis of second language teaching materials in which she divides it into corpus-based research, non-corpus research, and critical text analysis research.

Table 2.17: Research in Oral and Written Discourse

Oral	Written
1. Interaction analysis 2. Discourse analysis	1. Text analysis of students' texts - syntactic analysis - contrastive rhetoric analysis 2. Text analysis of teachers' texts - teacher feedback - teacher designed material 3. Text analysis of second language teaching materials - corpus based research

	<ul style="list-style-type: none"> - non-corpus based research - critical text analysis research
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Written text still becomes an interesting case to study. Butt et al. (2000:3-4) say that a text always occurs in two contexts. They are context of culture and context of situation. Context of culture is the outer context around a text which describes as the sum of all the meanings it is possible to mean in that particular culture. When texts share the same general purpose in the culture, they will often share the same obligatory and optional structural elements and so they belong to the same genre or text type.

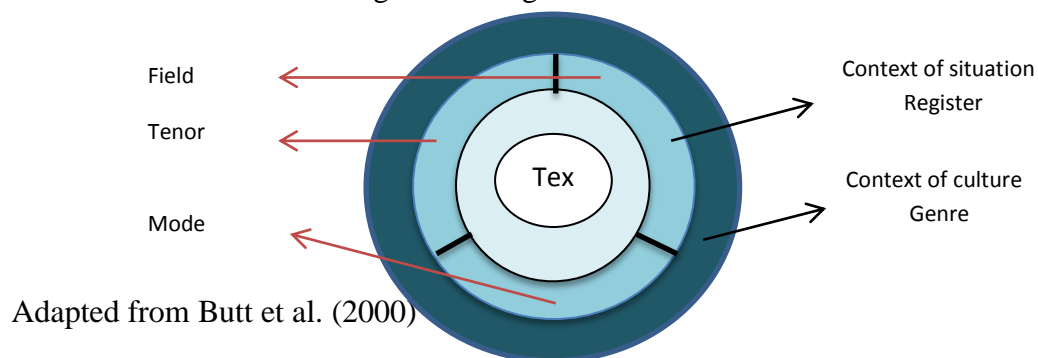
The context of situation is the inner context of a text, which uses language in many more specific contexts of situation. It is a useful term to cover the things going on in the world outside the text that make the text what it is. The combination of both contexts gives result in the differences and similarities between one piece of language and another. When texts share the same context of situation to a greater or lesser extent, they will share the same experiential, interpersonal, and textual meanings and so they belong to the same register.

Dell Hymes (1967 in Halliday, 1989: 9) identifies context of situation in his work in the ethnography of communication into the form and content of the message, the setting, the participants, the intent and effect of the communication, the key, the medium, the genre, and the norms of interaction. While Firth (1950 in Halliday, 1989:8) describes context situation into some headings, they are the participant in the situation, the action of the participant, other relevant features of the situation, and the effect of the verbal action.

The situational differences between texts can be accounted for by just three aspects of the context. Systemic functional linguists refer to these three aspects of the context of situation as Field, Tenor, and Mode of discourse. Field refers to what is to be talked and written about, the long and short term goals of the text. Tenor refers to the relationship between the speaker and hearer or the writer and reader. Mode refers to the kind of text that is being made. Butt et al. (2000: 5) gives an implementation of these terms through an explanation below.

Imagine the differences between a job application letter and a letter to a friend about your hopes of getting the job, and then compare the letter to a friend with a conversation with the same friend on the same topic. All three texts are about a job application (field) and two of them are made in the form of a letter (mode). What particularly makes the two letters different is the difference in the relationships between writer and reader (tenor).

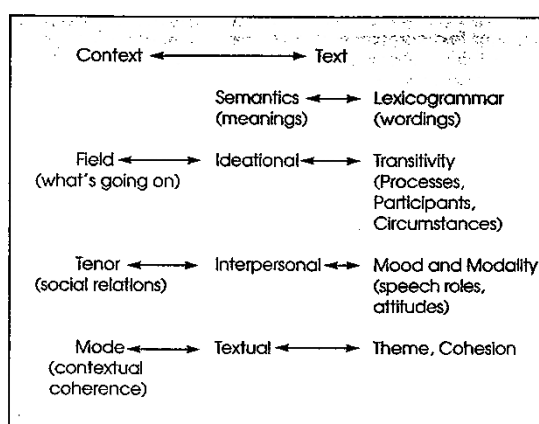
Figure 2.1 Register and Genre



These three aspects of context situation precisely affect people's language choices because they reflect the three main functions of language. Butt et al. (2000: 5) states that language seems to have evolved for three major purposes; they are to talk about what is happening, what will happen, and what has happened; to interact and/or to express a point of view; and to turn the output of the previous two functions into a coherent whole. M.A.K. Halliday (2004: 29-30) suggests two

functions of language. Those are making sense of experience and acting out social relationships. He usually calls these three major purposes as Ideational, Interpersonal, and Textual Metafunction.

Figure 2.2: Context and Text



Source: Gerot and Wignell 1994: 15

There are some studies of second language materials, for example the study assessed the authenticity of dialogues in seven L2 textbooks (Gilmore, 2004), analyzed text critically of L2 textbook as character and content (Matsuda, 2002), gender (Cottle, 2009) and corpus-based research of common verbs appear in English (Biber and Conrad, 2001).

4. Teaching Teenagers

Based on the learners' age, Brown (2001: 86-93) divides teaching learner into three levels, those are teaching children, teaching adult, and teaching teens. In relevance to this, the junior high school students are categorized as teenagers. It is a challenge for the teacher to teach students at the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. One of the most important concerns of secondary school teachers is to keep self-esteem high by

avoiding embarrassment of students at all costs, affirming each person's talent and strength, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates and encouraging small-group work when risks can be taken more easily by a teen.

Based on their proficiency, Brown (2001: 98-112) also divides teaching learners into three levels. Those are teaching beginning level, teaching intermediate level, and teaching advanced level. Based on those levels, the students of junior high are categorized as beginners. Further, he says that as the beginner learners, the students have very little language behind them and the teachers should be aware of their limited capacity for taking in and retaining new words, structures, and concepts. Also, the teachers should present the materials in simple segment which do not overwhelm the students. Since they are usually dependent on the teacher, he thinks teacher-centered role is more appropriate. In relation to this, Brown (2001: 104) lists some topic, grammar, and communication skills usually needed by beginner learner as mentions in Scope and Sequence charts 1.

Table 2.18: Topic, Grammar, and Communication Skills

TOPICS	Meeting people, The classroom, Telephone numbers and addresses, The family, Occupations, Physical characteristics, Renting an apartment, The home and the furniture, Seasons and weather, Months and dates, Clothes and colors, Days of the week, and daily routines, Works and chores, The time, Transportations, Movies, Free time, Cooking, shopping, and food, Vending machines and money, Restaurants, The future
GRAMMAR	Subject pronoun, Present tense of <i>be</i> , Demonstrative adjectives and pronouns, Definite and indefinite articles, Singular and plural forms, Possessive adjective and possessive <i>s</i> , Adjectives, Adverbs of manner, Prepositions of location, <i>There is / are</i> , Question with <i>or</i> , <i>Some</i> and <i>any</i> , Count and non-count nouns, Present continuous tense, Simple present tense, Conjunction <i>and</i> , <i>but</i> , and <i>because</i> , <i>Too</i> and <i>(not) either</i> , Clauses with <i>before</i> , <i>after</i> , and <i>when</i> , Adverbs of frequency, <i>Have to</i> , <i>Let's ...</i> , <i>A lot of</i> , <i>much</i> , and <i>many</i> , Quantities, Affirmative and negative imperative, <i>Need to</i> , <i>want to</i> , <i>try to</i> , <i>like to</i> , The future with the present progressive tense, Expressions of future time
COMMUNICATION SKILLS	<div data-bbox="539 863 719 1286">Listening and Speaking</div> <div data-bbox="719 863 1939 1286">Greeting and introducing people, Getting and giving personal information, Asking how to spell something, Thanking, Identifying objects, Describe things and giving their location, Correcting and confirming, Apologizing, Describing and identifying people, Getting someone's attention, Asking someone to repeat something, Talking about possessions, Talking about the weather and seasons, Getting and giving the time and date, Talking about the present, Talking about clothes and colors, Talking on the telephone, Talking about weekly routines and schedules, Asking about relatives and friends, Offering help, Asking for transformation information, Talk about work and school, Talking about movies, Agreeing, Talking about what people have to do, Giving reasons and opinion, Making suggestion and accepting or declining, Talking about quantity and availability, Asking for location in a</div>

		grocery store, Asking about process, Talking about favorite things, Giving and following directions, Talking about the future, Ordering in a restaurant, Listening to recorded movie, announcements
	Reading and Writing	Reading abbreviations, Reading For Rent ads, Reading a map, Reading entertainment ads, Reading food ads, Reading recipes, Following vending machine instructions, Reading a menu, Reading a restaurant check, Completing a registration form, Completing an I.D. card, Setting up an address book, Writing a personal description, Writing a postcard, Writing a letter about a friend, Writing a description of one's day, Writing a note to a friend, Making a shopping list

Source: Brown 2001: 104

Regarding learners' age, Harmer (2001: 38-40) divides learners into three categories. They are young children, adolescents, and adult learners. He says that students' age is a major factor in deciding about how and what to teach. He (2001: 39) also states that one of the key issues in adolescent is the search for individual identity. Identity among classmates, friends and peer approval may be considerably more important for the students than the attention of the teacher. If the students are engaged, they usually have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them instead of being disruptive in class because of boredom they feel. The teacher should provoke student engagement with relevant and involving material. Moreover, the teacher should encourage the students' self-esteem and their need for identity.

Legutke (2012:112-117) says that teenagers' achievements in the primary school need to be appreciated to maintain and build their confident. At the same time, effort and perseverance need to be stimulated through new and interesting challenges. Since most of the teachers usually have to follow a state curriculum, they accommodate teenagers' need starts from the textbook.

Puchta and Shratz (1993: 4) say that teenagers are often less motivated than both children and adults and they frequently present outright discipline problems. They suggest the teachers to build bridges between what they want to or have to teach and their students' world of thought and experience. Similarly, Ur (1996: 290) says that teaching teens is the most daunting challenge. The learning

potential of teens is greater than that of young children, but they may be more difficult to motivate and manage, and it takes longer to build a trusting relationship. However, Ur (1996: 286-287) also says that the older the child the more effective they learn and they are overall the best learners, except in pronunciation.

The same thing also states by Ellis (1994: 485), that older children learn more rapidly than younger children and adolescents did best with regard to morphology and syntax. Moreover, Ellis (1994: 486-488) adds that those who come after they were 10 years old has a less native-like accent and there is no guarantee that native-speaker abilities will be achieved by starting early. In relation to the achievement of the learners, Ellis (1994: 489) says that older learners were consistently superior except in listening and they demonstrated greater overall control. In relation to the process of second language acquisition, the difference may occur in pronunciation. In case of learners who began before 12 years old, no open syllable preferences is evident, but in case of learners beginning after 12 years old there was.

5. Implication of the Theories in Teaching and Learning Process

Transitivity patterns represent the encoding of experiential meaning, which is meaning about the world, about experience, about how people perceive and experience what is going on. Transitivity patterns in text can explain how the field of the situation is being constructed, for example describing what is talked about and how shifts in the field are achieved (Eggins, 2004: 249).

The teachers need to know how the texts work so they can explicitly help learners learn how to understand and produce texts, both written and spoken for various purposes (Gerot and Wignell, 1994: 3). For example, Relational Processes play a key-role in education in some subjects such as science, geography, mathematics, and economics. It is through these Processes that these subjects create an ordered technical vocabulary, and a way of classifying the world. They are fundamental in how the above-mentioned subjects construct the world (Gerot and Wignell, 1994: 69).

Butt et al. (2000: 77-82) say that distinction between different types of Processes draw attention to structural patterns in the clause which may otherwise be considered by some students as arbitrary rather than related to meaning and function. Often in language classroom the examples of English clauses which students meet are built around Material Processes. The structures of these clauses, and of the verbal groups which release Material processes, tend to be held up as the norm. As a result, the structures of clauses built around Relational and projecting processes can seem somehow irregular or difficult. If students are aware from the beginning that there are different types of clauses making different types of meaning, the differences in structure will be revealed as functional.

Verbs expressing Mental Process are interesting examples of how an apparently arbitrary rule of English grammar appears to be functionally motivated when viewed in terms of The Experiential Meaning. In standard dialect of English, verbs expressing a Mental Process are less likely to be used in continuous forms than those expressing a Material Process. Halliday (1985: 110) usually calls

these phenomena as marked and unmarked clauses. For examples, the unmarked tense of Material and Behavioral Processes are simple past and present continuous. While, the unmarked tense of Mental Processes are simple past and present tense.

Table 2.19: Difference in Material and Mental Process

Material	I'm finishing now.	I finished now.
Mental	I think that it's time to finish now.	I'm thinking that it's time to finish now (less likely)

The chosen Experiential Grammar in producing texts is motivated by the purpose achieved with the text and the field of the immediate context of situation. The teachers can design language teaching activities which draw students' attention to how both these aspects of context find their way into the clauses of a text. Moreover, But et al. (2000: 79-83) say that there are three things which are relevant to the Experiential Grammar, those are text structure, field, and building critical response.

The structure of a text is related to its overall purpose. It emerges from the way words and grammar structures are used as the text unfolds. Students can undertake activities that explore the way words and structures express experiential meanings contribute to the structure and purpose of different types of texts.

In narrative texts, teachers and students may look the feature in:

Table 2.20: Feature of Narrative Text, Transitivity, and Function

Feature	Transitivity System	Function
Orientation	Existential process	introduce people, place, and things
	Relational process	identify and describe the characters

	Material process	introduce the typical action of the characters
	Circumstance	set the story in a time and place
Complication	Material process	keep the action going in sequence
	Verbal process	slow the action down while projecting what characters are saying
	Relational and Mental process	freeze the action, build suspense, reveal the characters' thoughts and feelings and evaluate what is happening
Resolution	Relational process	reveal the message of the story

The teachers' ability to control the expression of field through experiential grammar can greatly enhance students' ability to manage the language of specialized academic disciplines, the imaginary worlds of literature and creative writing, and strategic and relevant vocabulary building. In specialized academic disciplines experience is analyzed and organized in generalized, systematic, and technical way. If the students are to manage specialized variety of English, they must manage the relevant grammar necessary to encode generalized, systematic, and technical knowledge in a specific discipline.

Table 2.21: Examples of the language used in Science and Literary Texts

Science Text	Literary Text
select technical words which encodes the specialized relationship of the subject	existential processes are used to introduce the reader to people, place, and things in the story world
choose Participants which represent general categories, concepts, and processes	nominal groups expressing Participant roles and used to reveal what happen in the story world
use nominalization	use projecting processes to reveal the inner world of the characters
use relational processes to identify,	use relational processes to identify

describe, classify, and define and in clauses where the actual events have been encoded as Participants and can no longer be presented as Process.	and describe the characters. The writer also use experiential grammar to blend two fields in the same story
use Circumstances to enhance precision and to identify conditions or constraints.	use material process to reveal what happen in the story world

Experiential Grammar is also useful for helping students to respond critically to the texts they encounter. The words and structures chosen by producers of texts reveal how they perceive and experience what is going on in the world. An exploration of experiential grammar therefore reveals a great deal of the worldview expressed in a text.

The ways in which the texts are organized are equally important. Text in the textbook is one of many sources of knowledge that support the process of understanding. Each sentence, which is consists of the number of clauses, combines into larger part of text supported by their cohesion and coherence. This is also suggested by Nunan (1993: 2) about some knowledge-needed to understand the text. They are understand the grammar and vocabulary used in constructing the sentence which make up the text, know how the sentences relate each other, and the readers need to be able to interpret the sentences in relation to one another.

6. About *Bahasa Inggris When English Rings the Bell*

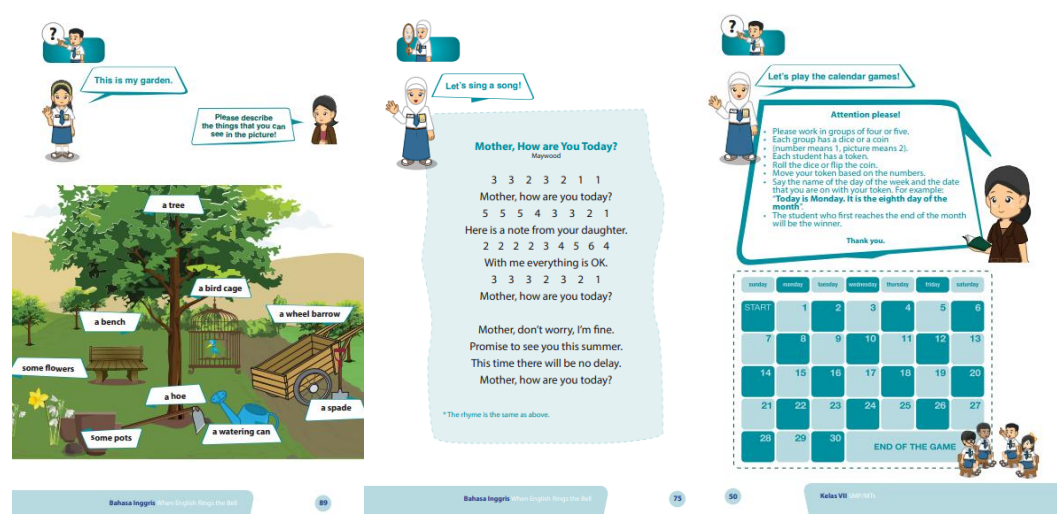
Bahasa Inggris When English Rings the Bell is published by Ministry of Education and Culture in order to promote Curriculum 2013 for junior high school students. It consists of 188 pages with eight chapters inside entitled '*How are*

you?’ ‘It’s My Birthday’, ‘I Love People around Me’, ‘I Love Things around Me’, ‘I Love My Town’, ‘She’s so Nice’, ‘What do They Look Like?’ and ‘Attention Please!’.

Each chapter of the materials is accompanied by song, games, and pictures. Inside the book, there are glossary and list of Classroom Language for students. The government also supports this textbook by providing manual book for the teachers.

The English textbook was published for the first time in 2013 by Politeknik Negeri Media Kreatif, Jakarta. There are three editors involved in writing this textbook. They are Emi Emilia, Didi Suherdi, and R. Safrina. The textbook also involves three people as script contributors named Asep Gunawan, Yuli Rulani Khatimah, and Siti Wachidah.

Figure 2.3 Some Pages of the English Textbook



B. Conceptual Framework

As mentioned before, this study is conducted using an analysis based on Ideational Metafunction of language, especially the Experiential Meaning in

Systemic Functional Grammar. It reflects the content and ideas within a text. In the analysis of the textbook, Process Types, Participant Functions, and Circumstantial Elements that are characterized can reveal the field of the context through transitivity system.

In transitivity analysis, the Process Types are broken down into six processes. They are Material, Mental, Relational, Behavioral, Existential, and Verbal Processes. The following analysis is Participant Function analysis, which is also relevant to the Process Types because each Process represents its Participant Functions.

In Material Processes, the Participants are Actor, Goal, Recipient, Client, and Scope. Another participant in Material process is Initiator but it occurs rarely. Material includes both process of doing and happening processes.

Table 2.22: Examples of Material Process:

Process	Actor	Material	Goal
happening	Icicles	formed	
doing	They	build	a house

Mental Process has two participants named Sensor and Phenomenon.

Mental process includes affection, cognition, perception, and volition.

Table 2.23: Examples of Mental Processes:

Mary Sensor	does not remember Mental: cognition	the answer Phenomenon
I Sensor	can't hear Mental : perception	you phenomenon
They Sensor	like Mental: affection	the books phenomenon
She Sensor	wants Mental: volition	him phenomenon

Relational Process includes both being and having process. It has four participant functions. Those are Carrier, Attribute, Identified, and Identifier. In relational process, there are three subclasses of both Attributing and Identifying. They are intensive, possessive, and circumstance.

Table 2.24: Examples of Attributing Processes

Intensive	John	is	clever
Possessive	Mary	has	a cat
Circumstantial	The festival	will be	on Thursday, April 19
	Carrier	Relational	Attribute

Table 2.25: Examples of Identifying Processes

Intensive	John	is	the cleverest student here
Possessive	The cats	are	Mary's
Circumstantial	Today	is	October, 29 2013
	Identified	Relational	Identifier

Behavioral Process has Behavior and Behavior as its Participants. It is a process of physiological and psychological behavior, for example treating, dreaming, laughing, crying, and coughing.

Table 2.26: Examples of Behavioral Process:

The baby	is sleeping		
Josephine	cries		salty tears
I	breath	deeply	
Behaver	Behavioral Process	Circumstance	Behavior

Existential Process has only one participant named Existent. The word *there* has no experiential meaning in Existential clauses.

Table 2.27: Examples of Existential Process:

There	is	a man	waiting	for you
Existential Process		Actor	Material	Client
Existent				

The last one is Verbal Process that is usually accompanied by four Participants in the process named Sayer, Target, Recipient, and Verbiage. Verbal processes also include stating, questioning, offering, and commanding processes.

Table 2.28: Examples of Verbal Process

Harry	always	praises	Anne	to his friends
Sayer	Circ.	Verbal Process	Target	Receiver

Mark	said	something	to me
Sayer	Verbal Process	Verbiage	Receiver

Some of the participants mentioned in the six processes above can be recognized as Range, i.e. an element that specifies the range of domain of the process. The Existential Process has no range as participant. The Process Types and their Range can be seen in the table below

Table 2.29 Process Types and Range

Process Types	Range
Material	Scope
Mental	Phenomenon
Relational	Attribute
Behavioral	Behavior
Verbal	Verbiage

Circumstantial Elements are divided into nine types. They are Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, and Angle. On the other hand, the existent of Circumstantial Element is optional in a

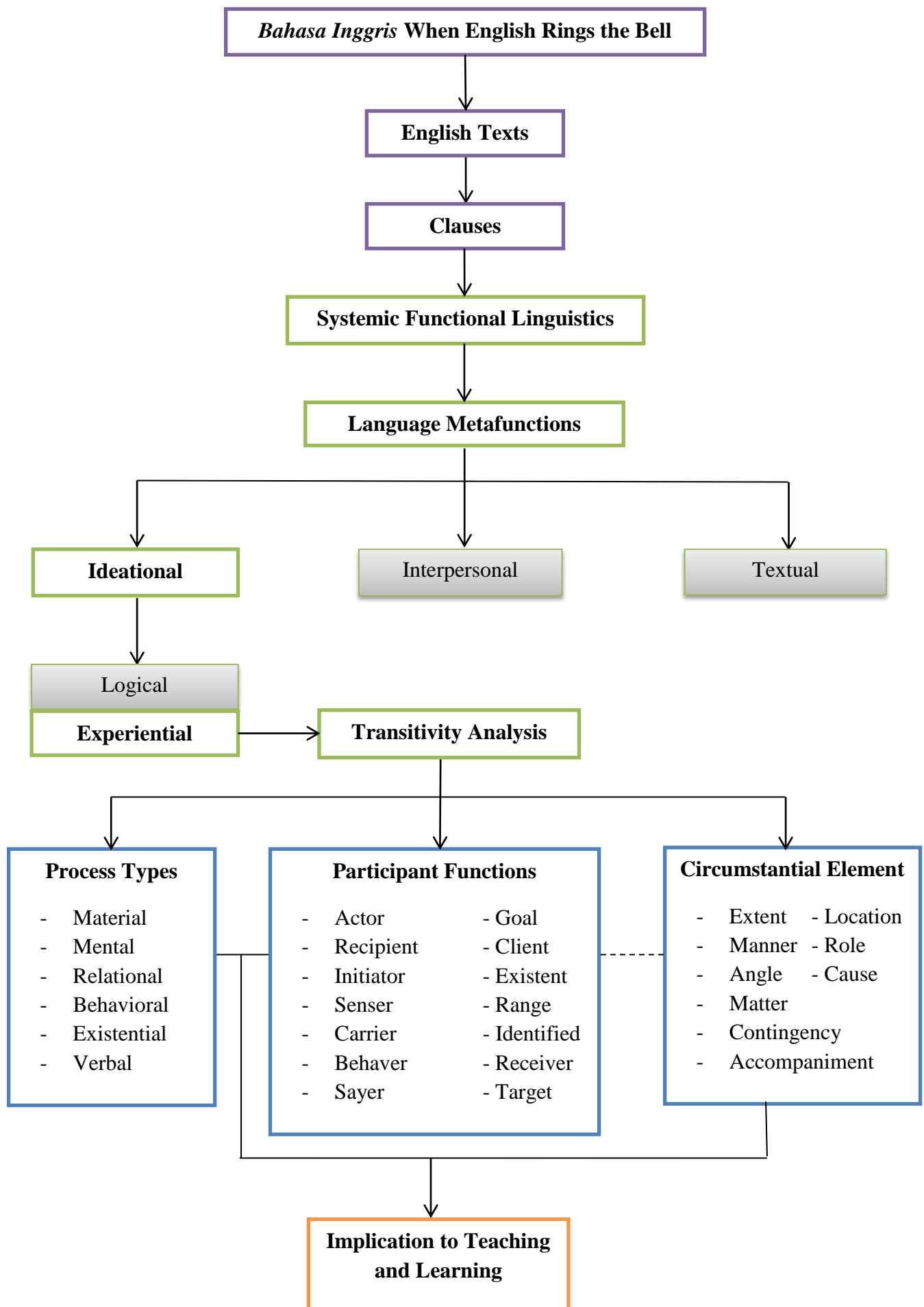
clause. It completes the process types and participant function in revealing what is going on within the world. This study chose these nine categories of circumstantial elements because it is the complete ones.

Moreover, the transitivity system of clauses represents the linguistic features and linguistic competences of the text inside the textbook. These can give a view whether the texts have been chosen appropriately or not. The implication the transitivity system can give explanation on the relevance of competencies and the materials itself. This study used the textbook's relevance to major competencies stated in Curriculum 2013 and Topics, Grammar, and Communicative skills scope and sequence chart 1 suggested by Brown (2001: 104). The reason for choosing chart 1 is that it contains some similarities of materials in Curriculum 2013.

C. Analytical Construct

Following the literature review and conceptual framework, the analysis carried out in this study is constructed in Figure below.

Figure 2.4 Analytical Construct of the Study



CHAPTER III

RESEARCH METHOD

A. Type of Research

This study employed a descriptive qualitative method. According to Arikunto (1993), descriptive research only describes a phenomenon without many hypotheses. The study describes the phenomena found in the English text of a teaching material through transitivity analysis. Transitivity analysis is an analysis-synthesis grammar based on the model notion of choice (Sasongko, 2011). The frequency of occurrence of Process Types, Participant Functions, and Circumstantial Elements represent the Experiential Meaning of the text.

B. Data and Source of the Data

According to Chappelle (1998), the unit analysis of systemic functional linguistic is the text because the functional meaning potential of language is realized in unit no smaller than text. Similarly, Halliday (2004: 33) says that text is the form of data used for linguistic analysis and all of the description of grammar is based on text. Referring to the statements, the data of the research which was the English texts of materials in the English textbook were in the form of text. The English texts were broken down into clauses because the compositional hierarchy of English in grammar usually starts from a clause (Halliday, 2004: 20). There were 740 clauses taken from the English texts of the textbook to be analyzed.

In this research, the source of the data was the texts of the English Textbook for seventh grade students entitled *Bahasa Inggris When English Rings the Bell*. The book is established by Ministry of Education and Culture as a suitable textbook for Curriculum 2013 through *Permendikbud No. 71 Tahun 2013* about suitable textbooks.

The data used in this research were the materials from the textbook consisted of eight chapters. Those were '*How are you?*' '*It's My Birthday*', '*I Love People around Me*', '*I Love Things around Me*', '*I Love My Town*', '*She's so Nice*', '*What do They Look Like?*' and '*Attention Please!*' Furthermore, the data were chosen through purposive sampling technique, which only choose the suitable data for specific purposes. In this research, the researcher excluded the pictures, note, and any other materials that cannot be analyzed through transitivity system.

C. Research Instruments

The first instrument of this study was the researcher herself. In this research, the researcher acted as the planner, data collector, analyst, and finally reporter of the research finding. The second instrument was the table of data classification sheet used for collecting and analyzing the data based on the theories used in this research. Moleong (2002) says that data analysis is a process of organizing and classifying data into certain pattern, category, and basic unit of analysis. The goals of the data analysis are to summarize the data, to represent

them so that they can be comprehended, interpreted, or related to some decision the researcher wishes to make.

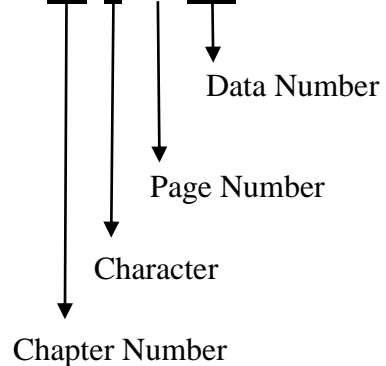
The data sheets used to note the chosen texts of the textbook consisted of two tables. The first table used to categorize the process types and their participant functions, and the second table used for the analysis of the circumstantial elements. The data sheets were as follows:

Table 3.1: Data Sheet Analysis of Process Types and Participant Functions

No	Code	Clause	Process Types						Participant Functions																		Circ.	
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv		Vb
1.	C1/S/02/001	From this chapter, I will learn to greet, introduce myself, and take leave.	v						v	v																		v
2.	C2/S/48/188	I know now.		v											v	v												v
3.	C5/S/115/456	My grandfather is a doctor.			v												v	v										
4.	C7/T/156/648	Please describe about animals around you!						v																*			v	v

Table 3.2: Analysis of Circumstantial Elements

No	Code	Clause	Circumstantial Elements																					
			Extent			Location		Manner				Cause			Accompaniment		Mt	Role		Contingency			Angle	
			Di	Du	Fr	Pl	Ti	Ms	Qu	Co	Dg	Rs	Pr	Bh	Cm	Ad	Mt	Gu	Pd	Cd	Df	Cn	So	Vp
1.	C1/S/02/001	From this chapter, I will learn to greet, introduce myself, and take leave.				v																		
2.	C2/S/48/188	I know now .					v																	
3.	C7/T/156/648	Please describe about animals around you!				v																		

Code: C1/ S/ 02/ 001

D. Technique of Data Collection

The data collection technique used in this research is related to Sudaryanto's book (1993), *Metode dan Aneka Teknik Analisis Bahasa*. There are some techniques in collecting data lingual. The researcher used three techniques. Those were *Sadap*, *Simak Bebas Libat Cakap*, and *Catat* technique.

Sadap technique is an implementation of *Simak* through verbal and written use of language. Then, the researcher applied *Simak* technique, which related to observation without getting involved in the formation of the data except as the observer of the needed data. The *Simak* technique used in the study is *Simak Bebas Libat Cakap*, where the researcher does not play any role to decide what occurs in the textbook. In *Sadap* and *Simak* technique, the researcher read the textbook while also observe what has been written in the textbook. Next, as the followed up technique, this research used *Catat* technique which could be done after the two previous techniques. The researcher noted the needed data then classified it to particular categories. The first classification is the Process Types and Participant Functions and the second is the Circumstantial Elements of the clauses.

The chosen texts were taken based on purposive sampling technique, and it excluded the table of content, acknowledgement, glossary, title of the chapters, pictures' label, and any other parts of the book that only supports the textbook.

E. Data Reduction

The data reduction was conducted to select the irrelevant data in the process of analysis. It was the process of simplifying the data by separating the needless data. The needed data were data that can be analyzed by transitivity analysis. They were clauses which can be recognized at least through their process types and participant functions. Therefore, the data that were not considered as sample of this study were excluded. For examples, embedded clause and minor clauses as ‘Hello’ ‘Ouch,’ ‘Dear’, and ‘... [I see]’.

F. Data Analysis Technique

After being collected, selected, and reduced, the data were analyzed. The data were analyzed in scope of transitivity analysis in relevance to systemic functional grammar. Sudaryanto (1993) usually called this as *Metode Padan Referensial* which applies *Teknik Pilah Unsur Penentu* or dividing key factors technique; and followed by *Teknik Hubung Banding*. The analysis supported by a second instrument, which was the data sheet, as the secondary data. The data analysis in this research was conducted following steps below:

1. The English texts, which were related to the teaching and learning material, were listed in the data sheet.
2. The data were classified and analyzed using transitivity system. It is done by writing a thick (v), or writing a star (*) for the implicit constituents, in relevant columns of categories in the table data analysis.

3. After the process types, participant functions, and circumstantial elements in the data were identified, the number of those classifications was calculated to get percentage.
4. The calculation was related to linguistic and language feature, which referred to the implementation of English language teaching for junior high school students supported by other theories.

The interpretation of the data was conducted on the mode of the data. From the frequency of occurrence the researcher got deeper understanding by getting meaning from the Process types, Participant Functions, and Circumstantial Elements of the text.

G. Trustworthiness of the Data

In order to achieve the credibility of the data, the researcher carried out deep and detail observation of the data. The researcher read and reread the data carefully and comprehensively to make sure the data are suitable with the research questions.

To get dependability of the data, the researcher used triangulation technique. In this research, the researcher looked for the experts' judgment and peer reviewers to confirm the research data. Regarding this triangulation, after the data were analyzed, the researcher asked three reviewers to check the rightness of the data analysis. Then, the researcher asked Mrs. Siti Mahripah, M. Appl. Ling as the experts to give comments and suggestion.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The data are taken from the eight chapters of the textbook entitled *Bahasa Inggris When English Rings the Bell*. Each clause of the English text was analyzed into three constituents of transitivity system. They are Process Types, Participant Functions, and Circumstantial Elements. The Process Types were classified into Material Process, Mental Process, Relational Process, Behavioral Process, Existential Process, and Verbal Process. The Participant Functions were related to the Process Types. The existence of Circumstance in a clause is optional. Thus, only clauses that contain at least a Circumstance of nine categories of Circumstantial Elements were analyzed in the second data sheet.

In this chapter, the findings of the study are divided into four subchapters. The first is Process Types that are characterized in the textbook, the second is Participant Functions, and the third is Circumstantial Elements that are characterized in the textbook. The last subchapter explain about findings refer to topics, grammar, communicative skills, and major competence.

1. Process Types

There are 740 clauses analyzed in this research. The characterized processes are Relational, Material, Verbal, Mental, Existential, and Behavioral in order. The

distribution of the Process Types of transitivity analysis characterized in the textbook can be seen in the table below:

Table 4.1: Process Types of Transitivity Analysis in the English Textbook

Process	Frequency of Occurrence	Percentage (%)
Material	247	33.38
Mental	53	7.16
Relational	305	41.22
Behavioral	5	0.68
Existential	23	3.11
Verbal	107	14.46
Total	740	100

Material Process occurs 247 times (33.38%) in the textbook and it refers to process of construing material world of doing. Mental Process occurs 53 times (7.16%). It refers to process of thinking, knowing, liking, wanting, and perceiving. Verbal Process occurs 107 times (14.46%) which refers to the process of construing something said by its participant. Relational Process is the highest process found in the textbook. It is about 41.22% and it construes relationships of description. Existential Process occurs 23 times (3.11%) in the textbook and it refers to process of existing. Behavioral Process has the lowest frequency of occurrence and it only occurs five times (0.68%) in the textbook.

2. Participant Functions

There are 1418 Participants found in this research. It reflects the Process Types that are characterized in the textbook. The amount of Participants in a Process also represents the dominant Process. The result of the Participant

Functions of transitivity analysis that are characterized in the textbook can be seen in the table below:

Table 4.2: Participant Functions of Transitivity Analysis in the English Textbook

Participant Function	Frequency of Occurrence	Percentage (%)
Actor	247	17.42
Goal	184	12.98
Recipient	3	0.21
Client	1	0.07
Initiator	0	0.00
Scope	10	0.71
Senser	53	3.74
Phenomenon	36	2.54
Carrier	176	12.41
Attribute	172	12.13
Identified	128	9.03
Identifier	128	9.03
Behaver	5	0.35
Behavior	0	0.00
Existent	23	1.62
Sayer	107	7.55
Target	1	0.07
Receiver	61	4.30
Verbiage	83	5.85
	1418	100

From the table above, it can be concluded that the most dominant Participants found in the textbook were related to the most dominant Process, which is Relational. The sum of Participants from both Attributing and Identifying of Relational exceed that of Participants from the other processes. Although Actor is the most dominant Participant based on its occurrence but the sum of Participants occur in Material cannot exceed that of Participants in Relational.

The textbook contains many pictures and the texts occur as what happen in giving instructions and examples. From 740 clauses, 447 clauses involve students' characters as the Participants, 260 clauses involve the teachers' characters, and 33 clauses involve other characters. Other involved characters in the textbook usually the students' parents or family. Here is the distribution of characters in eight chapters of the textbook:

Table 4.3: Characters as Participants in the English Textbook

Characters	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Total
Students	66	58	84	36	38	65	81	19	447
Teachers	38	36	36	44	20	23	32	31	260
Others	5	0	6	5	10	7	0	0	33

3. Circumstantial Elements

There are 259 Circumstances found in this research. The result of Circumstantial Elements of transitivity analysis characterized in *Bahasa Inggris When English Rings the Bell* can be seen in the table below:

Table 4.4: Circumstantial Elements of Transitivity Analysis in *Bahasa Inggris When English Rings the Bell*

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Extent	17	6.56
Location	184	71.04
Manner	25	9.65
Cause	9	3.47
Accompaniment	12	4.63
Matter	4	1.54
Role	0	0.00

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Contingency	0	0.00
Angle	8	3.09
Total	259	100

From the table above, the Circumstantial Elements that are characterized in the textbook were Location, Manner, Extent, Accompaniment, Cause, Angle, and Matter in order. In this textbook the researcher did not find the Circumstantial Element of Role and Contingency.

4. Topics, Grammar, Communicative Skills, and Major Competence

In relation to topics, grammar, and communicative skill for beginner in scope and sequence chart 1 suggested by Brown, the textbook contains some similarities listed below:

Table 4.5: Topics, Grammar, and Communication Skills

Topics	meeting people, the classroom, the family, physical characteristics, the home, months and dates, work, the time, cooking, and food
Grammar	subject pronouns, present tense of be, demonstrative adjectives, possessive adjectives, adjectives, there is, there are, let's, and want to
Communication skills	greeting and introducing people, getting and giving personal information, asking how to spell something, thanking, identifying objects, describing things, describing and identifying people, getting someone's attention, getting and giving the time and date, talking about weekly routines and schedules, offering help, talk about work and school, talking about what people have to do, reading a map, completing an I.D.

The textbook has implemented some relevance to major competence and basic competencies promoted by Curriculum 2013. The first and second major competencies always occur in the teaching and learning process. The third and fourth major competences refer to knowledge and skills for the students. The competences will be explained further in the discussions.

B. Discussion

Discussion section begins with the characterized Processes and Participants found in the textbook. The second part will explain about Circumstantial Elements and the last one will explain about implication of transitivity analysis and relevant theories to teaching and learning.

1. Process Types and Participant Functions

a. Material Process

The Material Process is a process of doing and happening, but clauses of happening-Material Process are not found in this textbook. Mainly, the Material Process involves Actor and Goal as Participants. Actor occurs 247 times (17.42%) and Goal occurs 184 times (12.98%). There are other Participants in the Material Process namely Recipient, Client, Initiator, and Scope. Recipient occurs 3 times (0.21%) and Client occurs once (0.07%). But, there is no Initiator found in the textbook. Some of the Material Processes found are:

Table 4.6: Examples of Material Processes Found in the Textbook

I	learn	English	on Monday and Thursday
Actor	Material	Goal	Circumstance

Datum C3/S/30/134

He	plants	trees and flowers
Actor	Material	Goal

Datum C5/S/104/420

From now on	I	will pay	more attention	to the people and animals	around my school and my home
Circumstance	Actor	Material	Goal	Recipient	Circumstance

Datum C6/S/144/568

The word *learn*, *plant*, and *will pay* refer to the activity done by the subject *I* and *He* that are usually called as Actor in Material Process. In the first and second example, the clause inform about habits done by the Actor. The last example tells about activity that will be done in the future. The other forms of Material Process found in the textbook are clauses use word ‘let’ and some interrogative clauses.

Table 4.7: Examples of Material Processes Found in the Textbook

Let's	sing	a song!
Actor	Material	Scope

Datum C3/S/59/242

Do	you	usually	eat	together	with your family?
Material	Actor	Circumstance		Circumstance	Circumstance

Datum C5/T/114/455

b. Mental Process

The Mental Process refers to the process of thinking, perceiving, liking, and wanting. It has Senser and Phenomenon as the Participants. The Mental Process occurs 53 times in the textbook. Some findings of the Mental Processes are:

Table 4.8: Examples of Mental Processes Found in the Textbook

Now	I	know	how to say the time and date
Circumstance	Senser	Mental	Phenomenon

Datum C2/S/48/189

I	see	some warning signs
Senser	Mental	Phenomenon

Datum C8/S/173/706

I	like	sitting	on it
Senser	Mental	Phenomenon	Circumstance

Datum C7/S/159/661

The word *know* refers to Cognition while *see* refers to Perception. Different from two previous words, the word *like* refers to Affection of the Mental Process. Volition occurs rarely in the textbook and the verb used in this Process is *want* and implicit *wish* as shown in the examples below.

Table 4.9: Examples of Volition Process Found in the Textbook

I	want to eat	Coto Makasar
Senser	Mental	Phenomenon

Datum C5/S/110/444

(I)	(wish)	you get well	soon
*Senser	*Mental	Phenomenon	Circumstance

Datum C1/S/8/047

c. Relational Process

There are two forms of Relational. The first one is Attributing. The Relational Process of Attributing has 177 occurrence and takes 23.91 % of the total Process Types. It is supported by the number of Carrier (176) and Attribute (172) as the Participants.

Table 4.10: Examples of Relational Processes of Attributing Found in the
Textbook

Hello,	my name	is	Edo
	Carrier	Relational	Attribute (intensive)

Datum C1/S/10/053

My birthday	is	in July
Carrier	Relational	Attribute (circumstance)

Datum C2/S/44/179

Each group	has	a dice or a coin
Carrier	Relational	Attribute (possessive)

Datum C2/T/50/202

Another form of Relation Process is Identifying. In the Relational Process of Identifying the number of the Participants (Identified and Identifier) is equal. This happens because the process is reversible. Some examples are:

Table 4.11: Examples of Relational Processes of Identifying Found in the
Textbook

My project	is	to do a Mini Survey
Identified	Relational	Identifier

Datum C6/S/145/569

They	are	people	around me
Identified	Relational	Identifier	Circumstance

Datum C6/S/131/512

d. Behavioral Process

The Behavioral Process is a process of physiological and psychological behavior. It has a Behaver and a Behavioral as participants. The Behavioral Process occurs four times in the textbook but it only has a Behaver as the Participant. It has 5 occurrence and takes 9.03% of the total Participant Functions.

Table 4.12: An Example of Behavioral Process Found in the Textbook

We	laugh	together
Behaver	Behavioral	Circumstance

Datum C3/S/70/306

Figure 4.1: A part of Page Containing a Behavioral Process



The example above shows that the activity *laugh* is a habit that usually occurs because of doing an activity together. In this context, referring to the title of the chapter, the section wants to tell the students about people around them, that is their family. Similarly, the activity sleep is included in Behavioral. The example in datum C4/S/90/375 is also referred to habitual action done by a

Behaver *I*. The first and second examples mentioned above are categorized as unmarked clauses because Behavioral Process usually occurs in the form of simple past or present continuous tense. Another kind of Behavioral found in the textbook is in the form of interrogative clause used a verb *born* and a Behaver *you* as occurred in datum C2/T/25/116.

Table 4.13: Examples of Behavioral Process Found in the Textbook

I	sleep	in my bedroom
Behaver	Behavioral	Circumstance

Datum C4/S/90/375

When	were	you	born?
Circumstance	Behavioral	Behaver	

Datum C2/T/25/116

e. Existential Process

The Existential Process is a process of existing. It has a participant named Existent. In the textbook, the Existential Process has 23 occurrence and takes 3.11% of the total Process. Thus, the Existent also occurs 23 times.

Table 4.14: Examples of Existential Process Found in the Textbook

There	was	a farmer [had a dog]
	Existential	Existent

Datum C3/S/59/243

There	are	many rooms	at my school
	Existential	Existent	Circumstance

Datum C4/S/78/340

There	are	six chairs
	Existential	Existent

Datum C4/S/81/350

In the Existential Process, the word *there* has no experiential meaning. It is there because the clauses need a subject (Thompson, 1996: 101). Halliday (2004: 56) usually called this as a grammatical subject that is a subject that placed before the predicate but it does not indicate as the agent of a process.

f. Verbal process

The Verbal Process is a process of saying. It usually has a Sayer as the main participant in Verbal. But, many clauses contain implicit Sayer. The other Participants in Verbal Process are Receiver, Target, and Verbiage. Receiver occurs 61 times (4.30%) and Verbiage occurs 83 times (5.85%). Target is rarely found in the textbook and only occurs once. Some examples of Verbal Process found in the textbook can be seen below.

Table 4.15: Examples of Verbal Processes Found in the Textbook

Please	(you)	tell	the class	what you learn	each day
	*Sayer	Verbal	Receiver	Verbiage	Circumstance

Datum C2/T/30/135

(you)	Let	me	introduce	myself
*Sayer	Verbal	Target		Verbiage

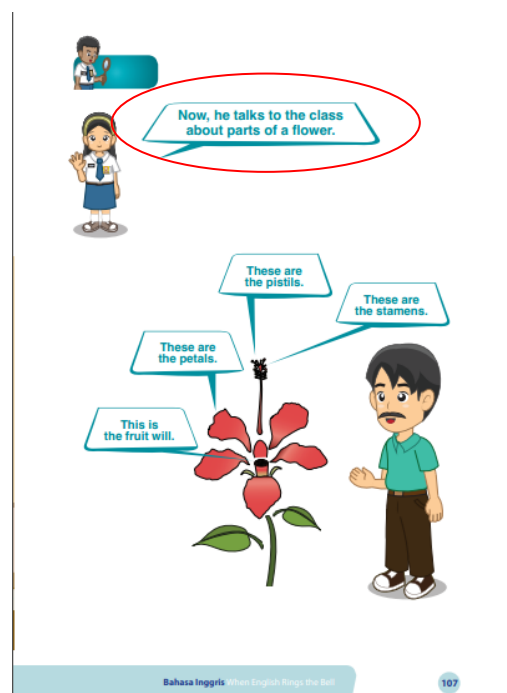
Datum C1/S/11/069

Now	he	talks	to the class	about parts of a flower
Circumstance	Sayer	Verbal	Receiver	Verbiage

Datum C5/S/107/430

Actually, the use of Verbal Process in the last example is not appropriate although the character in the textbook is in the activity of saying something to others. But it is suggested to change the clause into Present Continuous Tense as unmarked clause of Verbal because the activity of talking usually happens during the process of saying.

Figure 4.2 A Page Containing a Marked Verbal Process



The textbook also promoted communicative teaching and learning and let the students to be more active. From the textbook, it can be proved by the occurrence of students as the involved characters are higher than the teachers. Meanwhile, in chapters IV and VIII, the most dominant characters found are the teachers. This happens because the materials in chapter IV are talking about things

around students and the teachers usually give an instruction for describing things they can find in pictures. Materials in chapter VIII refers to caution, short notice, and instruction dominantly said by the teachers or older people to students.

2. Circumstantial Elements

There are 259 Circumstances found in this research. The result of Circumstantial Elements of transitivity analysis characterized in *Bahasa Inggris When English Rings the Bell* can be seen in the table below:

Table 4.16: The Distribution of Circumstantial Elements of Transitivity Analysis

Circumstantial Element		Frequency of Occurrence	Percentage (%)
Extent	Distance	3	1.16
	Duration	12	4.63
	Frequency	2	0.77
Location	Place	136	52.51
	Time	48	18.53
Manner	Means	5	1.93
	Quality	14	5.41
	Comparison	1	0.39
	Degree	5	1.93
Cause	Reason	0	0.00
	Purpose	7	2.70
	Behalf	2	0.77
Accompaniment	Comitative	12	4.63
	Additive	0	0.00
Matter		4	1.54
Role	Guisse	0	0.00
	Product	0	0.00
Contingency	Condition	0	0.00
	Default	0	0.00
	Concession	0	0.00
Angle	Source	8	3.09
	Viewpoint	0	0.00
Total		259	100

Based on the research question, the Circumstantial Elements characterized in the textbook were Location, Manner, Extent, Accompaniment, Cause, Angle, and Matter in order.

a. Extent

Extent refers to Distance, Duration, and Frequency. The most dominant type of Extent occurs in the textbook is Duration. Some of the data are shown the existence of Extent as Circumstantial Element:

Table 4.17: An example of Distance-Extent Circumstantial Element

These	are	signs [I see]	along the way from home to school
Carrier	Relational Process	Attribute	Circ. Extent

Datum C8/S/168/698

Table 4.18: Examples of Duration-Extent Circumstantial Element

What	are	the days	in a week?
Attribute	Relational Process	Carrier	Circ. Extent

Datum C2/S/26/117

From now on,	I	will pay	attention	to the signs	around me
Circ. Extent	Actor	Material Process	Goal	Scope	Circ. Location

Datum C8/S/179/721

In the example above (C8/S/168/698) the phrase *along the way* refers to Distance and it can be probed by ‘*how far?*’. The Distance gives an explanation through the phrase *from home to school*. The first example of Duration in

C2/S/26/117, the phrase *in a week* refers to Duration which can be probed by a question ‘*how long?*’ It can give understanding of the duration during seven days. The second example of Duration (C8/S/179/721) gives understanding of duration since now until indefinite period of time.

Table 4.19: Examples of Frequency-Extent Circumstantial Element

I	read	it	everyday
Actor	Material Process	Goal	Circ. Extent

Datum C7/S/159/664

In C7/S/159/664, the word ‘everyday’ refers to Frequency and it can be probed by a question ‘*how much?*’. The clause gives understanding that the Process happens many times in every single day.

b. Location

There are 184 Circumstantial Element of Location and it has the highest frequency of occurrence in the textbook. It refers to Place and Time when the process happens. The most dominant type of Circumstantial Element of Location is Place-Location. It occurs 136 times in the textbook. Some clauses refer to Location are:

Table 4.20: Examples of Place-Location Circumstantial Element

I	live	in Biak, West Papua
Actor	Material Process	Circ. Location

Datum C1/S/10/056

Please	(you)	answer	the questions	below
	*Actor	Material Process	Goal	Circ. Location

Datum C7/T/160/670

I	go	to school	at six thirty
Actor	Material Process	Circ. Location	Circ. Location

Datum C2/S/37/161

I	come	from Medan	
Actor	Material Process	Circ. Location	

Datum C3/S/54/223

(you)	Put	them	in the right place
*Actor	Material Process	Goal	Circ. Location

Datum C8/T/180/725

In C2/S/37/161 the clause mentions Location that refers to spatial-motion-towards Circumstance. In this datum, the process explains about the activity followed by the participant that moves to a certain place as its Circumstantial Element. Location usually refers to certain place (C8/T/180/725) and sometimes it is followed by its proper name (C1/S/10/056) and they are supported by preposition *in*. The same thing occurs in datum C3/S/54/223, but this clause refers to spatial-motion-away from Circumstance. The datum in C7/T/160/670 refers to place which use an adverb ‘below’ as the Circumstance. Another type of Location is Time. Time-Location occurs 48 times or 18.39%. It takes the second position of the total Circumstances.

Table 4.21: Examples of Time-Location Circumstantial Element

I	know	now	
Senser	Mental Process	Circ. Location	

Datum C4/S/99/401

On Monday,	I	play	football
Circ. Location	Actor	Material Process	Scope

Datum C2/S/34/142

He	washes	his father's motorcycle	in the afternoon
Actor	Material Process	Goal	Circ. Location

Datum C7/S/160/674

I	say	good morning	when I meet ...
Sayer	Verbal Process	Verbiage	Circ. Location

Datum C1/S/05/012

In C2/S/34/142 Location refers to time explained that the process happen on Monday. Time-Location not only refers to days but also to a period of time when the process is done or happens, as shown in C7/S/160/674 and C1/S/05/012.

c. Manner

Manner occurs 25 times in the textbook and it refers to Means, Quality, Comparison, and Degree. It can be probed by *how?*, *what with?*, *what like?*, and *how much?* The most dominant type of Manner is Quality. It occurs 14 times in the textbook.

Table 4.22 Examples of Quality-Manner Circumstantial Element

(you)	Work	in group of four or five
*Actor	Material Process	Circ. Manner

Datum C2/T/50/201

We	eat	together
Actor	Material Process	Circ. Manner

Datum C3/S/70/304

I	hope	you are in a good condition
Senser	Mental Process	Phenomenon
		Circ. Manner

Datum C3/S/72/314

The other types of Manner are Means, Degree, and Comparison. Means and Degree occur five times, while Comparison occurs only once in the textbook.

The examples of them are stated in the table below:

Table 4.23 Examples of Means-Manner Circumstantial Element

(you)	Practice	the expressions	above	using different days!
*Actor	Material Process	Goal	Circ. Location	Circ. Manner

Datum C2/T/29/132

(you)	Tell	them	what you've done	in English
*Sayer	Verbal Process	Receiver	Verbiage	Circ. Manner

Datum C8/T//182/739

Table 4.24: An example of Comparison-Manner Circumstantial Element

Each calendar	should be	different	from group to group
Carrier	Relational Process	Attribute	Circ. Manner

Datum C2/T/49/194

The phrase *from group to group* explains Comparison between a group and other groups in the classroom. The Attribute *different* shows the entity of what kind of characteristic should be shown in decorating the calendar.

Table 4.25 Examples of Degree-Manner Circumstantial Element

I	love	you	very much
Senser	Mental Process	Phenomenon	Circ. Manner

Datum C3/S/72/315

Degree is closely related to a probe *how much*. In the example above, the Circumstance gives explanation on how much the Mental Process *love* is felt by the Sensor *I*. The phrase *very much* shows unidentified amount of love to the Phenomenon *you*, that refers to Mom based on the context.

d. Cause

Cause refers to Reason, Purpose, and Behalf. In the textbook, it occurs 9 times. There is no Reason found in the textbook. The type of Cause occurring are Purpose and Behalf. They can be probed by questions *why?* and *who for?*

Table 4.26: Examples of Purpose-Cause Circumstantial Element

Please	(you)	make	a poster	to present your personal information
	*Actor	material	goal	Circ. Cause

Datum C1/T/23/100

You	should hold	an exhibition	to display the object produced by your English class	this year
Actor	Material Process	Goal	Circ. Cause	Circ. Extent

Datum C8/T/182/735

Table 4.27: Examples of Behalf-Cause Circumstantial Element

Please	(you)	write	the names of people [to whom you said goodbye ...]!	
	*Actor	Material	to whom	you said goodbye
			Circ. Cause	embedded clause

Datum C1/T/18/090

He	is	kind	to animal
Carrier	Relational Process	Attribute	Circ. Cause

Datum C7/S/147/584

e. Accompaniment

Accompaniment refers to some probes. They are *who/what with?* and *who/what else?*. Only Comitative type that occurs and there is no Additive found in the textbook. Some Circumstantial Elements of Accompaniment found in the textbook are shown in the table below:

Table 4.28: Examples of Comitative-Accompaniment Circumstantial Element

Please	(you)	practice	the greetings	with people around you
	*Actor	Material Process	Goal	Circ. Accompaniment

Datum C1/T/7/025

Please	(you)	practise	with your parents	the expressions	below
	*Actor	Material Process	Circ. Accompaniment	Goal	Circ. Location

Datum C1/T/15/085

(these)	(are)	The things I've done	with my family
*Carrier	Relational Process	Attribute	Circ. Accompaniment

Datum C3/S/71/308

In C1/T/07/025 the Circumstantial Element explains with whom the activity 'practise the greeting' should be done. The same things occur in C1/T/15/085 which explains with whom the students should 'practise the expressions' and C3/S/71/308 which explains with whom the students have done some activities.

f. Matter

Matter refers to a probe ‘*what about?*’ It occurs 4 times in the textbook.

The Processes involved in this type of Circumstance are Material and Relational.

Table 4.29: Examples of Matter Circumstantial Element

Please	(you)	fill in	the bubble	with your own identity
	*Actor	Material Process	Goal	Circ. Matter

Datum C3/T/55/229

(you)	Bring	your family picture	of the postcard size
*Actor	Material	Goal	Circ. Manner

Datum C3/T/74/321

My project	is	to make a map	of my town
Identified	Relational process	Identifier	Circ. Matter

Datum C5/S/124/476

g. Angle

Angle refers to Source and Viewpoint of Process done by the Participants.

The textbook contains Source only. It occurs 8 times (3.09%) and it was followed by a preposition ‘based on’. Some examples of Angle are shown in the table below:

Table 4.30: Examples of Source-Angle Circumstantial Element

Please	(you)	write	the time	based on the picture	below!
	*Actor	Material	Goal	Circ. Angle	Circ. Location

Datum C2/T/38/165

Please	(you)	make	sentences	based on the pictures	below
	*Actor	Material Process	Goal	Circ. Angle	Circ. Location

Datum C3/T/68/300

Please	(you)	make	a dialogue	based on each picture	below
	*Actor	Material Process	Goal	Circ. Angle	Circ. Location

Datum C6/T/141/557

3. Relevance in Teaching and Learning English

This part explains about the implication and application of the texts analysis based on the transitivity analysis, Brown's chart of topic, grammar, and communicative skills, and the last one is Major and Basic Competence stated in the Curriculum for teaching and learning English for grade VII.

The most dominant Process Type in the textbook is Relational. It implies that the genre proposed by the texts is descriptive. Descriptive text usually uses Relational Process to convey meanings. The choice of Participant Functions is also related to the Process since there are two types of Relational. They are Attributing and Identifying. The most dominant Participant of Relational is Carrier that occurs 176 times. It means, the texts emphasize more on attributive clauses. This happens because Carrier explains subject that is involved in the process of describing something. But according to Butt et al. (2000: 77), the Relational clause can somehow irregular and difficult. Thus, the text in the textbook is written in short clauses because the users are in the beginner level.

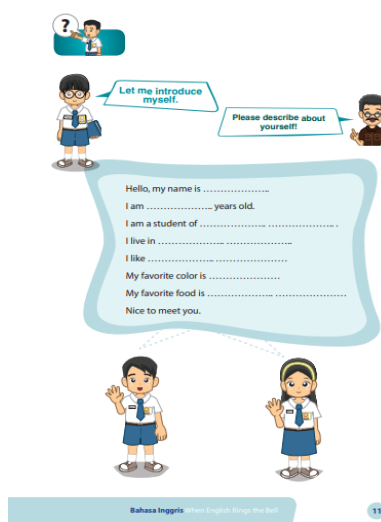
Another thing to consider is the Material Process as the second rank where the occurrence of Actor exceeds that of Carrier. The texts still emphasize on the existence of the ‘doer’ in the Process. Mainly, Material Process involves students’ habit done with their classmates, teachers, or family. On the other hand, some clauses have implicit Participants but it is understood as part of the Experiential Meaning. For example there is no subject in imperative clauses, but the subject *you* is usually recognized as the doer.

The most dominant Circumstantial Element in the texts is Location. This is convenient to the students’ level. The students are in the beginner level so it is appropriate if the teaching and learning process begins with things closest to their environment. This idea is also stated in the second major competence of the Curriculum that says “... effective interactions with social and natural environment within range of their society and existence”. In addition, the other Circumstances are needed to support the materials. Matter and Manner usually explain in what way and something that follow the process. Circumstantial Element such as Accompaniment is accompanied by people closed the students, for example family and classmates. On the other hand, the absence of Contingency as the Circumstance in the texts can imply that there is no need to introduce probability in the Process for the seventh grade students. It means that the students do not have to think deeper about condition, default, and concession because things around them usually are taken care of by adult. The same thing happens to the absence of Role as Circumstance in the texts. This means there is

no activity promotes the students to play any other roles such as in a role-play in the teaching and learning process.

Regarding the topics, grammar, and communicative skills for beginner learners stated by Brown (2001: 104), the researcher found ten relevant topics in the texts. Meeting people is the most common material that usually occurs in the texts. The texts in the textbook begin with students' introduction to assure them as the member of English language learner society. Material and Verbal are closely related to this. The words that usually used are *meet*, *introduce*, and some verbalization process of greeting. The verb *introduce* is related to Verbal, but it is also followed by the activity in which the students should complete a form. The use of word *describe* in the instruction seems ambiguous. Thus, in the data analysis the clause *please describe about yourself* is mentioned twice. The first clause (C1/T/11/070) refers to the activity of filling in the blank space and the second clause (C1/T//11/071) refers to the activity of introducing.

Figure 4.3: A Page Containing Material and Verbal Process



The similar phenomenon also occurs in the next page. The instruction given by the teacher is to ask about favorite food and favorite color to the students' classmate. Different from the previous phenomenon, whether the following activity is filling in the table based on the activity 'asking', the clause was only mentioned once in the data sheet because the verb *ask* has explained the activity clearly. Thus, another instruction is needed because the students have to write the result of the activity in the table.

Figure 4.4: A Page that Needs an Additional Instruction

What is your favorite color?
What is your favorite food?

Please ask your classmates about their favorite color and favorite food!

No	Name	Favorite Color	Favorite Food
1.	Siska	pink	fried chicken
2.	Devi	blue	noodle
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

12 Kelas VII IPS/MTs

The classroom, the family, and the home are the other topics that occur in the textbook and again, this happens because it will be easier for beginners to learn something from their nearest environment. The Relational Process is involved in describing things in classroom, family tree, and parts of a house. Physical characteristics, months and dates, the time, work, cooking, and food are topics that occur spreading around eight chapters of the textbook. Physical

characteristics occur in chapter VI and the activities promoted by the texts are related to physical characteristics of the students, people around them, and animals. The type of Relational Processes used related to this topic is Relational Process that refers to possession which use a verb 'have'.

Months and date occur in chapter II in relevance to the title of the chapter which is *It's My Birthday*. In this chapter, the students are also introduced to numbers, national days in Indonesia, and the time. The texts writers usually use Relational Process of Identifying to these topics.

Cooking and food mostly occur in Chapter V which is related to some name of food from different place, for example Coto Makasar, Rendang, and Manado Porridge. These can imply that the students need to be familiar and be proud of diversity in Indonesia. This occurs through some clauses of Volition and Material Processes that usually use verb *want* and *eat*. Based on the all relevant topics, the most dominant Process involved is also Relational Process.

In relation to grammar, some of the forms that occur in the textbook are subject pronouns, present tense of be, demonstrative adjectives, possessive adjectives, adjectives, there is, there are, let's, and want to. Subject pronouns occurs in the textbook are first, second, and third person. The present tense of *be* mostly refers to Intensive-Relational Process. The form *there is* and *there are* are related to the Existential Process that mostly occur in chapters III and IV. The form *let's* occurs 8 times and is related to Material Process used verb *sing* and *play*. The form *want to* occurs 4 times and that relates to Volition of Mental

Process. Some similar clauses use *would like to* instead of *want to* and they imply politeness respecting older people as the second person in communication like those occur in chapters V and VI. It means, the relevant grammar also involve some Processes to help students in conveying meaning.

Some relevant communication skills found in the texts have been stated in the finding, for example, greeting and introducing people are stated in chapters I, III, and V of the textbook. The clauses related to them are some verbalization clauses of greeting and Relational Process. Getting and giving personal information are found in chapters I and III. Verbal Process is involved to get someone's identity in the form of interrogative clause and Relational Process is used to give personal information. Asking how to spell something occurs in chapter III and it refers to students and teachers' name. The word *spell* refers to Verbal Process. Thanking occurs 27 times in the entire texts of the textbook. Most of them are categorized as Verbal Process with implicit Sayer. Identifying objects and things specifically are found in chapters III and VII. Describing and identifying people particularly found in chapters IV and VII. Both of the previous topics convey meanings through Relational Process.

Some 'attention please' clauses occur in texts of all chapters of the textbook in order to get students' attention to task given by the teachers. Giving the time and date found in chapter II and they usually refer to Relational Process. Routines and schedule are found in chapter II and they involve Relational and Material Process. Offering help is rarely found in the texts. It occurs twice in

chapters V and VI each and refers to Material Process. Similarly, Relational Process is the dominant Process found in those communication skills.

Regarding the major competence stated in Curriculum 2013, the researcher found that the texts have implemented all of the competencies clearly. The first major competence is followed by the basic competence promotes students for being grateful of opportunity for learning English. In this textbook, some clauses reflect to this usually occurs in the end of the chapters. Material and Mental Processes of Cognition are involved in conveying meanings. Those clauses are stated in the table below:

Table 4.31: Clauses Promoting Gratitude

Code	Clause
C3/S/73/316	I know now.
C3/S/73/317	Now I know the people around me.
C4/S/99/401	I know now.
C4/S/99/402	From now on, I will pay more attention to the things around my school and my home.
C5/S/123/474	I know now.
C5/S/123/475	From now on, I will pay more attention to the occupations and the public places around my school and my home.
C6/S/144/567	I know now.
C6/S/144/568	From now on, I will pay more attention to the people and animals around my school and my home.
C7/S/162/681	I know now.
C7/S/162/682	From now on, I can describe everybody in my family and everything around me.
C8/S/179/720	I know now.
C8/S/179/721	From now on, I will pay attention to the signs around me.

The second major competence refers to students' attitude toward being polite, care, honest, discipline, confident, cooperative, and responsible in communication. Politeness is reflected through some usage of *please* in 119 clauses and most of them involve the teachers' characters. Another way to show politeness is found in asking someone to do something and as stated in the examples below:

Table 4.32: Clauses Promoting Politeness

Code	Clause
C5/S/106/429	Would you like to describe them, Sir?
C6/S/142/561	Would you like to feed animals?
C6/O/142/563	Would you like to feed the cows?
C4/T/83/362	Please describe the things that you can see in the picture!
C4/T/96/389	Please draw a picture of your backyard!
C7/T/163/687	Attention please!
C8/S/165/692	Be quiet, please!

Care refers to an attitude toward being sensitive to others' difficulty and offering help. Some clauses reflect this characteristic clearly. It usually refers to the Material Process. These clauses are:

Table 4.33: Clauses Promoting Care

Code	Clause
C5/O/105/423	Can I help you?
C6/S/137/541	Let me help you to stand up.
C6/O/139/550	Let me help you.
C7/S/148/594	She always helps me.
C7/S/152/619	He helps people.
C7/S/160/672	He helps his parents.
C7/T/160/677	How does he help his mother?
C7/T/160/678	How does he help his father?
C8/S/167/696	Help me to put the signs, please!

Discipline attitude occurs related to weekly activities and schedule in chapter II. The process involved in these topics is the Material Process. Some examples of discipline promoted by the texts are shown in the table below:

Table 4.34: Clauses Promoting Discipline

Code	Clause
C2/S/30/134	I learn English on Monday and Thursday.
C2/S/34/142	On Monday, I play football.
C2/S/34/143	On Tuesday, I learn to play guitar.
C2/S/34/144	On Wednesday, I go jogging.
C2/S/34/145	On Thursday, I go to the library.
C2/S/34/146	On Friday, I visit my grandmother.
C2/S/34/147	On Saturday, I go swimming.
C2/S/34/148	On Sunday, I go to the park.
C2/S/37/161	I go to school at six thirty.
C2/S/37/162	I go to school at six thirty in the morning.

Confidence is supported by many activities promoted by the textbook. Mostly, the clauses reflecting this are categorized as Verbal and Material Processes. They are:

Table 4.35: Clauses Promoting Confidence

Code	Clause
C2/T/30/135	Please tell the class what you learn each day!
C2/T/34/141	Please tell the class about your daily activities!
C3/T/66/294	Please tell the class about your family!
C4/T/100/407	Present it in front of the class.
C8/T/182/739	Tell them what you've done in English.
C3/T/74/323	Hold an exhibition with the theme "My Lovely Family".
C8/T/182/735	You should hold an exhibition to display the objects produced by your English class this year.

Some activities promoted by the texts suggest the students to be cooperative people. For example, the students should do something in group. Material Process and Circumstantial Element of Quality-Manner are involved to this characteristic.

Table 4.36: Clauses Promoting Cooperation

Code	Clause
C2/T/49/192	Work in groups of four or five.
C2/T/50/201	Please work in groups of four or five.
C5/T/124/478	In a group of four or five, please make a map of your town.
C6/T/145/571	Please work in groups of four or five.

The third major competence refers to the receptive ability of the students. It contains some knowledge that students should know during teaching and learning process in an academic year. The basic competencies of this are emphasized on understanding social function and linguistic competence of texts. The fourth major competence refers to productive ability of the students. It contains some skills that students have to be able to do.

Based on the implication above, it can give a view that the texts in the textbook has been written suitably. The texts have fulfilled the criteria of good texts that refer to transitivity analysis, Brown's chart (2001: 104) and the Curriculum. Regarding transitivity analysis, the researcher found that the choice of Process Types, Participant Functions, and Circumstantial Elements is relevant to the genre promoted by the texts, which is descriptive text. Regarding Brown's chart (2001: 104), the researcher found that there are some relevant topics,

grammar, and communication skills found in the textbook that also involve Relational Process oftentimes. The texts have rightly covered competencies stated in Curriculum 2013. On the other hand, whether the high occurrence of Actor is significant, the absence of narrative and recount cannot be ignored. Thus, other sources of text are needed to complete the textbook.

Based on the explanation above, it is suggested for the teachers follow the materials in the textbook since it has been written properly. Maintaining what has been stated in the texts is the right choice for the teachers. Still, they have to correct some inappropriateness found in the texts. The teachers may add some interested topics of texts based on the recent issue and students' need. They can also delete some parts of the textbook which have learned in previous time or skip some uninterested topics for the students. This seems crucial because teenage students are the best language learners (Ur, 1996: 286).

In addition, teachers should emphasize more in promoting some characteristics like honesty and responsibility because they are not clearly stated in the texts. Another thing to consider is how the teachers teach grammar to students without burdening them with structural formula of right sentences but eminently support them to do more practice for the betterment in oral and written communication. It seems helpful for students if the grammar is presented in context so they can understand how grammar works within text. As suggested by Jones and Lock (2011: 2), for example, it begins with a short clause or exchange.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study has answered the research questions stated in the earliest chapter and it can be concluded that:

1. The characterized Process Type of the English text in *Bahasa Inggris When English Rings the Bells* is Relational Process. It reaches 41.22% as the highest frequency of occurrence in the textbook. This is also relevant to the genre promoted by the textbook, which is descriptive.
2. The characterized Participant Functions of the English text in *Bahasa Inggris When English Rings the Bells* is the Participants of Relational Process named Carrier, Attribute, Identified, and Identifier. They are mentioned 604 times and take 42.59% of the total Participant.
3. The characterized Circumstantial Element of the English text in *Bahasa Inggris When English Rings the Bells* is Relational Process is Location, especially Place-Location. There are 136 Circumstance of Place-Location found in the textbook. It exceeds half of the total Circumstance, which is 52.51%. This is relevant to what has been stated in Curriculum 2013, which begins with something closest to the students' environment.

4. Some linguistic features of descriptive texts have been stated clearly but the existence of recount and narrative features will make the texts as more complete teaching materials.
5. Some competencies revealed in the textbook have been implemented well based on transitivity system, theories of beginner and teenage learners, and the Curriculum. Teachers can adopt the activities and materials that have been stated in the texts and adapt something relevant to the students' needs for the betterment.

B. Suggestions

This study would like to give some suggestions for those involved in this study for the betterment in the future. Those are:

1. For the textbook users
 - a. It is recommended for the teachers to know Experiential Grammar on transitivity system in order to help the students in construing what have been stated in the textbook.
 - b. It is suggested for both teachers and students to always use dictionary to check how some words should be pronounced because the textbook do not support with a list of phonetic transcriptions.
2. For students of linguistics

It is interesting to learn how people arrange their sentences, especially the sentence produced by textbook writers because they

usually took many considerations in writing textbook for students of certain level. Thus, it is suggested to students of linguistics to know about language metafunction deeper in order to know the relevant and appropriate entities inside the textbook.

3. For textbook writers

It is recommended to suit the language functions of both context situation and culture in order to help students in achieving knowledge in the beginner level. It will be useful when the textbook is arranged appropriately by considering students' interest topics. Further, the existence of phonetic transcriptions is helpful. Thus, the researcher suggests the textbook writers to write phonetic transcriptions in the textbook.

4. For other researchers

Since this research is only focused in the Experiential Meaning of Ideational Metafunction, it will be better for the next research to involve the Logical Meaning so the research can complete the analysis.

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APPENDIX A

*KOMPETENSI INTI DAN KOMPETENSI
DASAR BAHASA INGGRIS KELAS VII*

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghargai dan menghayati ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan pengenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>	<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon pengenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana.</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.14 Menangkap makna lagu.</p>

APPENDIX B

TABLE ANALYSIS OF PROCESS TYPES
AND PARTICIPANT FUNCTIONS

[illegible]

No	Code	Clause	Process Types							Participant Functions																		Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	Vb	
42	C1/S/08/042	I have a headache.			v												v	v										
43	C1/T/08/043	Get well soon, Siti.		*											*	v		v										v
44	C1/S/08/044	Thank you, Mam.						v															*		v			
45	C1/S/08/045	How are you?			v												v	v										
46	C1/S/08/046	I've got a flu.			v												v	v										
47	C1/S/08/047	Get well soon!		*											*	v											v	
48	C1/S/08/048	Thanks a lot.						v															*			v		
49	C1/T/08/049	Please make your own dialogue using the expression above!	v						v	v																	v	
50	C1/S/09/050	Here are my classmates' feelings.			v														v	v								
51	C1/T/09/051	Please ask your classmates about their feelings						v															*			v		
52	C1/T/09/052	and write them down here!	v						*	v																	v	
53	C1/S/10/053	Hello, my name is Edo.			v												v	v										
54	C1/S/10/054	I am twelve years old.			v												v	v										
55	C1/S/10/055	I am a student of SMP Negeri 2 Biak.			v												v	v										
56	C1/S/10/056	I live in Biak, West Papua.	v						v																		v	
57	C1/S/10/057	I like swimming and reading books.		v											v	v												
58	C1/S/10/058	My favorite color is green.			v														v	v								
59	C1/S/10/059	My favorite food is fried rice.			v														v	v								
60	C1/T/10/060	Nice to meet you.			v												*	v										
61	C1/T/10/061	Please answer the questions below:	v						*					v													v	
62	C1/T/10/062	Who is he?			v														v	v								
63	C1/T/10/063	How old is he?			v												v	v										
64	C1/T/10/064	Where does he study?	v						v																		v	
65	C1/T/10/065	Where does he live?	v						v																		v	
66	C1/T/10/066	What are his hobbies?			v														v	v								
67	C1/T/10/067	What is his favorite color?			v														v	v								
68	C1/T/10/068	What is his favorite food?			v														v	v								
69	C1/S/11/069	Let me introduce myself.						v															*	v		v		
70	C1/T/11/070	Please describe about yourself!	v						*	v																		
71	C1/T/11/071	Please describe about yourself!*						v															*			v		
72	C1/S/12/072	What is your favorite color?			v														v	v								
73	C1/S/12/073	What is your favorite food?			v														v	v								
74	C1/T/12/074	Please ask your classsmates about their favorite color and favorite food!						v															*		v	v		
75	C1/S/13/075	This is my library card.			v														v	v								
76	C1/T/13/076	Please fill in your library card below!	v						*	v																	v	
77	C1/S/14/077	These are my classmates' library cards.			v														v	v								
78	C1/T/14/078	Please ask your classmates' identity						v															*			v		
79	C1/T/14/079	and fill the identity card below!	v						*	v																	v	
80	C1/S/14/080	What is your name?			v														v	v								
81	C1/S/14/081	What is your students ID number?			v														v	v								
82	C1/S/14/082	When were you born?				v															v						v	
83	C1/S/14/083	What is your address?			v														v	v								

No	Code	Clause	Process Types							Participant Functions																	Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	Vb
84	C1/S/15/084	Good evening!						v															*		*	v	
85	C1/T/15/085	Please practise with your parents the expressions below!	v						*	v																	v
86	C1/S/16/086	What should you say?						v																v		v	
87	C1/T/16/087	Please tell the class about each picture!						v																*		v	v
88	C1/T/17/088	Please practise these experssions with people around you!	v						*	v																	v
89	C1/S/18/089	Today I said goodbye to...						v																v		v	v
90	C1/T/18/090	Please write the names of people to whom you said goodbye and where you said it!	v						*	v																	v
91	C1/S/19/091	What should you say?						v																v		v	
92	C1/T/19/092	What kind of greetings should you say?						v																v		v	
93	C1/S/20/093	What are they saying?						v																v		v	
94	C1/T/20/094	Please choose the right answers	v						*	v																	
95	C1/T/20/095	then fill in the bubbles in each picture!	v						*	v																	v
96	C1/S/22/096	I know now.		v											v												v
97	C1/S/22/097	From now on, I will say "Good morning", "Good afternoon", or "Good evening" when I meet this people, and "Good night" or "Goodbye" when I leave them.						v																v		v	v
98	C1/S/23/098	My project is to make a "This is Me" poster.			v														v	v							
99	C1/T/23/099	Attention please!	v						*	v																	
100	C1/T/23/100	Please make a poster to present your personal information.	v						*	v																	v
101	C1/T/23/101	Thank you.						v																*		v	
102	C1/S/24/102	Let's sing a song.	v						v					v													
103	C1/S/24/103	How are you?			v												v	v									
104	C1/S/24/104	Good morning my friends,						v																*		v	v
105	C1/S/24/105	how are you?			v												v	v									
106	C1/S/24/106	I'm fine!			v												v	v									
107	C1/S/24/107	Good morning my friends,						v																*		v	v
108	C1/S/24/108	how are you?			v												v	v									
109	C1/S/24/109	I'm fine!			v												v	v									
110	C1/S/24/110	Good morning my friends,						v																*		v	v
111	C1/S/24/111	Good morning my friends,						v																*		v	v
112	C1/S/24/112	Good morning my friends,						v																*		v	v
113	C1/S/24/113	how are you?			v												v	v									
114	C1/S/24/114	I'm fine!			v												v	v									
115	C2/S/25/115	In this chapter, I will learn to say names of the days, time, names of the months, dates, and years.	v						v	v																	
116	C2/T/25/116	When were you born?				v															v	v					v
117	C2/S/26/117	What are the days in a week?			v														v	v							v
118	C2/S/27/118	What day is it?			v														v	v							
119	C2/S/28/119	After Sunday is Monday.			v														v	v							
120	C2/S/28/120	Saturday is after Friday.			v														v	v							
121	C2/S/28/121	After Monday is Tuesday.			v														v	v							
122	C2/S/28/122	Wednesday is before Thursday.			v														v	v							

No	Code	Clause	Process Types							Participant Functions																	Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	
123	C2/S/28/123	Before Tuesday is Monday.			v														v	v							
124	C2/T/28/123	Practise these expressions with your friends!	v						*	v																	v
125	C2/S/29/125	Tomorrow is Saturday.			v														v	v							
126	C2/S/29/126	Today is Monday.			v														v	v							
127	C2/S/29/127	Tomorrow is Tuesday.			v														v	v							
128	C2/S/29/128	Yesterday was Sunday.			v														v	v							
129	C2/S/29/129	Today is Friday.			v														v	v							
130	C2/S/29/130	Tomorrow is Saturday.			v														v	v							
131	C2/S/29/131	Yesterday was Thursday.			v														v	v							
132	C2/T/29/132	Practise the expressions above using different days!	v						*	v																	v
133	C2/S/30/133	When do we have English?			v														v	v							
134	C2/S/30/134	I learn English on Monday and Thursday.	v						v	v																v	
135	C2/T/30/135	Please tell the class what you learn each day!						v														*			v	v	
136	C2/S/31/136	This is my schedule.			v														v	v							
137	C2/T/31/137	Please write down your schedule here!	v						*	v																	v
138	C2/T/32/138	When do you do these activities?	v						v	v																	
139	C2/T/33/139	When do you do these activities?	v						v	v																	
140	C2/S/34/140	These are my weekly activities.			v														v	v							
141	C2/T/34/141	Please tell the class about your daily activities!						v														*		v	v		
142	C2/S/34/142	On Monday, I play football.	v						v				v														v
143	C2/S/34/143	On Tuesday, I learn to play guitar.	v						v				v														v
144	C2/S/34/144	On Wednesday, I go jogging.	v						v	v																	v
145	C2/S/34/145	On Thursday, I go to the library.	v						v																		v
146	C2/S/34/146	On Friday, I visit my grandmother.	v						v	v																	v
147	C2/S/34/147	On Saturday, I go swimming.	v						v	v																	v
148	C2/S/34/148	On Sunday, I go to the park.	v						v																		v
149	C2/S/34/149	What do you do on Monday?	v						v																		v
150	C2/S/34/150	When do you go jogging?	v						v																		v
151	C2/S/34/151	What do you do on Wednesday?	v						v																		v
152	C2/S/34/152	When do you go swimming?	v						v																		v
153	C2/T/35/153	How do you say these numbers?						v														v			v		
154	C2/S/36/154	These are my daily activities.			v														v	v							
155	C2/T/36/155	Please tell the class about each picture!						v														*		v	v		
156	C2/S/36/156	It's in the morning.			v												v	v									
157	C2/S/36/157	It's in the afternoon.			v												v	v									
158	C2/S/36/158	It's in the evening.			v												v	v									
159	C2/S/36/159	It's at night.			v												v	v									
160	C2/T/36/160	Please ask your classmates about their activities in a day!						v														*		v	v		
161	C2/S/37/161	I go to school at six thirty.	v						v																		v
162	C2/S/37/162	I go to school at six thirty in the morning.	v						v																		v
163	C2/T/37/163	Please write down the activity and the time in each picture!	v						*	v																	v
164	C2/S/38/164	These are my daily activities.			v														v	v							
165	C2/T/38/165	Please write the time based on the pictures below!	v						*	v																	v

[illegible]

No	Code	Clause	Process Types							Participant Functions																	Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	Vb
206	C2/T/50/206	Say the name of the day of the week and the date that you are on with your token.						v															*			v	v
207	C2/T/50/207	For example: "Today is Monday. It is the eight day of the month".			v												*	v									
208	C2/T/50/208	The student who first reaches the end of the month will be the winner.			v														v	v							
209	C2/T/50/209	Thank you.						v															*		v		
210	C3/S/51/210	In this chapter, I will learn to introduce myself and everybody in my family.	v						v	v																	v
211	C3/T/51/211	How many brothers or sisters do you have?			v												v	v									
212	C3/S/52/212	These are my friends.			v														v	v							
213	C3/T/52/213	Where do they come from?	v						v																		
214	C3/O/52/214	Hello, my name is Beni.			v												v	v									
215	C3/O/52/215	Hi, I am Edo.			v												v	v									
216	C3/O/53/216	Hi, my name is Siti.			v												v	v									
217	C3/O/53/217	Hello, I am Dayu.			v												v	v									
218	C3/S/54/218	What's your name?			v												v										
219	C3/T/54/219	Please practise with your classmates about the expressions below!	v						*	v																	v
220	C3/T/54/220	Hi. What is your name?			v												v										
221	C3/S/54/221	I am Lina.			v												v	v									
222	C3/T/54/222	Where do you come from?	v						v																		
223	C3/S/54/223	I come from Medan.	v						v																		v
224	C3/T/54/224	Hi. What is your name?			v												v										
225	C3/S/54/225	I am Beni.			v												v	v									
226	C3/T/54/226	Where are you from?			v												v										
227	C3/T/54/227	I'm from Bali.			v												v	v									v
228	C3/S/55/228	What's your name?			v												v	v									
229	C3/T/55/229	Please fill in the bubble with your own identity!	v						*	v																	v
230	C3/T/55/230	What is your name?			v												v	v									
231	C3/T/55/231	Where are you from?			v												v	v									
232	C3/S/56/232	Who am I?			v												v	v									
233	C3/O/56/233	My name is Udin.			v												v	v									
234	C3/O/56/234	I come from Jakarta.	v						v																		v
235	C3/T/57/235	Who are they?			v												v	v									
236	C3/T/57/236	What do you think about them?		v											v												
237	C3/S/58/237	How do you say it?						v															v			v	
238	C3/S/58/238	How do you spell your name?						v															v			v	
239	C3/T/58/239	How do you spell your name?						v															v			v	
240	C3/S/58/240	My name is SITI. S-I-T-I.			v														v	v							
241	C3/S/58/241	My name is Beni. B-E-N-I.			v														v	v							
242	C3/S/59/242	Let's sing a song!	v						v					v													
243	C3/S/59/243	There was a farmer had a dog,					v																v				

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			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	
244	C3/S/59/244	and Bingo was his name-o.			v													v	v								
245	C3/S/59/245	and Bingo was his name-o!			v													v	v								
246	C3/S/59/246	There was a farmer had a dog,					v															v					
247	C3/S/59/247	and Bingo was his name-o.			v													v	v								
248	C3/S/59/248	and Bingo was his name-o!			v													v	v								
249	C3/S/59/249	There was a farmer had a dog,					v															v					
250	C3/S/59/250	and Bingo was his name-o.			v													v	v								
251	C3/S/59/251	and Bingo was his name-o!			v													v	v								
252	C3/S/59/252	There was a farmer had a dog,					v															v					
253	C3/S/59/253	and Bingo was his name-o.			v													v	v								
254	C3/S/59/254	and Bingo was his name-o!			v													v	v								
255	C3/S/59/255	There was a farmer had a dog,					v															v					
256	C3/S/59/256	and Bingo was his name-o.			v													v	v								
257	C3/S/59/257	and Bingo was his name-o!			v													v	v								
258	C3/S/59/258	There was a farmer had a dog,					v															v					
259	C3/S/59/259	and Bingo was his name-o.			v													v	v								
260	C3/S/59/260	and Bingo was his name-o!			v													v	v								
261	C3/S/60/261	These are my classmates.			v													v	v								
262	C3/T/60/262	Please ask your classmates about their names and how they spell them!						v														*		v	v		
263	C3/S/60/263	What is your name?			v												v	*									
264	C3/S/60/264	My name is Edo.			v												v	v									
265	C3/S/60/265	How do you spell it?						v														v			v		
266	C3/T/60/266	Please spell your classmates' names!						v														*			v		
267	C3/T/61/267	These are my teachers.			v														v	v							
268	C3/T/61/268	Please ask your teachers about the lesson that they teach!						v														*		v	v		
269	C3/S/61/269	He's Mr. Erry. E-R-R-Y.			v												v	v									
270	C3/S/61/270	He's my teacher.			v												v	v									
271	C3/S/61/271	He teaches English.	v						v	v																	
272	C3/T/61/272	Please spell your teachers' names!						v														*			v		
273	C3/S/62/273	How should I call you?	v						v																		
274	C3/S/63/274	I love my family.		v											v	v											
275	C3/T/63/275	Please mention the members of the family that you can see in the picture!						v														*			v	v	
276	C3/S/64/276	This is my family tree.			v												v	v									
277	C3/T/64/277	Ridwan is Beni's grandfather.			v														v	v							
278	C3/T/64/278	Johan is Siti's uncle.			v														v	v							
279	C3/T/64/279	Please describe your family relation!	v						*	v																	
280	C3/S/65/280	They are my family members.			v														v	v							
281	C3/S/65/281	This is my mother.			v														v	v							
282	C3/S/65/282	Her name is Hasanah.			v														v	v							
283	C3/S/65/283	She is 40 years old.			v												v	v									
284	C3/S/65/284	She likes cooking.		v											v	v											

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285	C3/S/65/285	This is my father.			v														v	v							
286	C3/S/65/286	His name is Didi.			v														v	v							
287	C3/S/65/287	He is 45 years old.			v												v	v									
288	C3/S/65/288	He likes reading.		v										v	v												
289	C3/S/65/289	This is my brother.			v														v	v							
290	C3/S/65/290	His name is Indra.			v														v	v							
291	C3/S/65/291	He is 5 years old.			v												v	v									
292	C3/S/65/292	He likes crying.		v										v	v												
293	C3/S/66/293	They are my family.			v														v	v							
294	C3/T/66/294	Please tell the class about your family!						v														*			v	v	
295	C3/S/66/295	This is my mother.			v														v	v							
296	C3/S/66/296	She is 40 years old.			v												v	v									
297	C3/S/66/297	She is a teacher.			v												v	v									
298	C3/S/68/298	These are my family members.			v														v	v							
299	C3/S/68/299	I have two sisters.			v												v	v									
300	C3/T/68/300	Please make sentences based on the pictures below!	v						*	v																	v
301	C3/S/69/301	These are my family members.			v														v	v							
302	C3/T/69/302	Please write down the members of your family!	v						*	v																	
303	C3/S/70/303	We are together.			v													v	v								v
304	C3/S/70/304	We eat together.	v						v																		v
305	C3/S/70/305	We work together.	v						v																		v
306	C3/S/70/306	We laugh together.				v															v						v
307	C3/S/70/307	We love each other.		v										v	v												v
308	C3/S/71/308	The things I've done with my family.			v												*	v									v
309	C3/T/71/309	Please write down your activities with your family.	v						*	v																	v
310	C3/S/72/310	It's a love letter for my mom.			v												v	v									v
311	C3/T/72/311	Please write a letter for your mother, then post it!	v						*	v		v															
312	C3/T/72/312	How are you Mom?																									
313	C3/S/72/313	I hope you are in a good condition		v										v	v												v
315	C3/S/72/315	I love you very much		v										v	v												v
316	C3/S/73/316	I know now.		v										v													v
317	C3/S/73/317	Now I know the people around me.		v										v	v												v
318	C3/S/73/318	I love them very much.		v										v	v												v
319	C3/S/74/319	My project is to show you the people in "My Family" photo.			v														v	v							
320	C3/T/74/320	Attention please!	v						*	v																	
321	C3/T/74/321	Bring your family picture of the postcard size.	v						*	v																	v
322	C3/T/74/322	Make a frame from recycled things.	v						*	v																	
323	C3/T/74/323	Hold an exhibition with the theme "My Lovely Family".	v						*	v																	
324	C3/T/74/324	Present your picture to the visitors on the Exhibition.						v														*			v	v	v
325	C3/T/74/325	Mention each member of the family.						v														*				v	
326	C3/T/74/326	Thank you.						v														*			v		
327	C3/S/75/327	Let's sing a song!	v						v					v													

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328	C3/S/75/328	Mother, how are you today?			v												v	v										
329	C3/S/75/329	Here is a note from your daughter.			v												v	v										v
330	C3/S/75/330	With me everything is OK.			v												v	v										
331	C3/S/75/331	Mother, how are you today?			v												v	v										
332	C3/S/75/332	Mother, don't worry, I'm fine.			v												v	v										
333	C3/S/75/333	Promise to see you this summer.						v														*				v	v	
334	C3/S/75/334	This time there will be no delay.					v															v					v	
335	C3/S/75/335	Mother, how are you today?			v												v	v										
336	C4/S/76/336	In this chapter, I will learn to name things in the classroom, things in my bag, parts of the house, and animals in my school and my home.	v							v	v																	v
337	C4/T/76/337	Will you show me your pen, please?	v							v	v																	
338	C4/S/77/338	This is my classroom.			v														v	v								
339	C4/T/77/339	Please describe the picture below!						v															*			v	v	
340	C4/S/78/340	There are many rooms at my school.					v															v					v	
341	C4/T/78/341	Please go outside the classroom	v							*	v																v	
342	C4/T/78/342	then find the rooms in the picture below!	v							*	v																v	
343	C4/S/79/343	These are the things in my bag.			v												v	v									v	
344	C4/T/79/344	Please describe each picture below!						v															*			v	v	
345	C4/S/80/345	These are the things in my bag.			v												v	v									v	
346	C4/T/80/346	Please write down the things in your bag!	v							*	v																v	
347	C4/S/81/347	This is my classroom.			v														v	v								
348	C4/S/81/348	There are three pens.					v															v						
349	C4/S/81/349	There's only one map.					v															v						
350	C4/S/81/350	There are six chairs.					v															v						
351	C4/T/81/351	How many chairs are there?					v															v						
352	C4/T/81/352	How many cupboards are there?					v															v						
353	C4/T/81/353	How many maps are there?					v															v						
354	C4/T/81/354	How many pens are there?					v															v						
355	C4/T/81/355	How many erasers are there?					v															v						
356	C4/T/81/356	How many pictures are there?					v															v						
357	C4/T/81/357	How many boards are there?					v															v						
358	C4/S/82/358	Come to my house!	v							*																	v	
359	C4/T/82/359	Please color the picture below	v							*	v																v	
360	C4/T/82/360	and tell the class about it!						v															*		v	v		
361	C4/S/83/361	This is my living room.			v														v	v								
362	C4/T/83/362	Please describe the things that you can see in the picture!						v															*			v	v	
363	C4/S/84/363	This is my kitchen.			v														v	v								
364	C4/T/84/364	Please describe the things that you can see in the picture!						v															*			v	v	
365	C4/S/85/365	This is my dining room.			v														v	v								
366	C4/T/85/366	Please describe the things that you can see in the picture!	v							*	v																v	
367	C4/S/86/367	This is my bedroom.			v														v	v								
368	C4/T/86/368	Please describe the things that you can see in the picture!						v															*			v	v	

[illegible]

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			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta		Rv	Vb
411	C4/T/101/411	Please make several labels for the things and the rooms around your school.	v						*	v																		v
412	C4/T/101/412	Put each of them in the right place.	v						*	v																		v
413	C4/T/101/413	Thank you.						v															*			v		
414	C5/S/102/414	In this chapter, I will learn to talk about what people do and where they do it.	v						v																			
415	C5/T/102/415	What does your mother do?	v						v																			
416	C5/S/103/416	This is my family.			v												v	v										
417	C5/T/103/417	What are they?			v												v	v										
418	C5/S/104/418	My father is a gardener.			v												v	v										
419	C5/S/104/419	My father is a gardener.			v												v	v										
420	C5/S/104/420	He plants trees and flowers.	v						v	v																		
421	C5/S/104/421	He waters the plants every day.	v						v	v																		v
422	C5/S/105/422	He works at the green house.	v						v																			v
423	C5/O/105/423	Can I help you?	v						v	v																		
424	C5/S/105/424	I have a biology task.			v												v	v										
425	C5/O/105/425	What kind of task do you have?			v												v	v										
426	C5/S/105/426	It is about parts of a flower.			v												v	v										
427	C5/S/106/427	He is also a biology teacher.			v												v	v										
428	C5/O/106/428	This is a flower.			v														v	v								
429	C5/S/106/429	Would you like to describe them, Sir?		v										v	v													
430	C5/S/107/430	Now, he talks to the class about parts of a flower.						v															v			v	v	v
431	C5/O/107/431	This is the fruit will.			v														v	v								
432	C5/O/107/432	These are the petals.			v														v	v								
433	C5/O/107/433	These are the pistils.			v														v	v								
434	C5/O/107/434	These are the stamens.			v														v	v								
435	C5/S/108/435	On Saturday, we play together.	v						v																			v
436	C5/T/108/436	Please describe the picture below!	v						*	v																		v
437	C5/S/109/437	My grandmother is a cook.			v												v	v										
438	C5/S/109/438	My grandmother likes cooking.		v										v	v													
439	C5/S/109/439	She has a restaurant in the city.			v												v	v										v
440	C5/S/109/440	She cooks Padang food.	v						v	v																		
441	C5/S/110/441	She has a Padang restaurant.			v												v	v										
442	C5/T/110/442	Please ask your classmates about traditional food in each restaurant!						v															*			v	v	v
443	C5/S/110/443	I want to eat fresh vegetables and sambal.		v											v	v												
444	C5/S/110/444	I want to eat coto Makassar.		v											v	v												
445	C5/S/110/445	I want to eat rendang.		v											v	v												
446	C5/S/110/446	I want to eat Manado porridge.		v											v	v												
447	C5/S/111/447	In the morning, she goes to the traditional market.	v						v																			v
448	C5/T/111/448	Please mention what you can see in the traditional market!						v															*			v	v	v
449	C5/S/112/449	Sometimes she goes to a supermarket.	v						v																			v
450	C5/T/112/450	What can you find at the supermarket?	v						v																			v

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451	C5/S/113/451	Her kitchen is very clean.			v												v	v									
452	C5/T/113/452	Please mention organic litter and non-organic litter!						v														*				v	
453	C5/O/113/453	Don't litter!	v						*																		
454	C5/S/114/454	On Friday, she asks our family to eat together there.	v						v	v																	v
455	C5/T/114/455	Do you usually eat together with your family?	v						v																		v
456	C5/S/115/456	My grandfather is a doctor.			v												v	v									
457	C5/S/116/457	He explains about junk food.						v														v				v	
458	C5/T/116/458	Make sentences based on the picture below!	v						*	v																	v
459	C5/T/116/459	Look at the example!	v						*	v																	v
460	C5/S/116/460	Hotdog is not good for health.			v												v	v									
461	C5/S/117/461	He tells my grandmother to cook healthy food.						v														v			v	v	
462	C5/T/117/462	What kinds of healthy food do you know?		v											v	v											
463	C5/S/118/463	He examines my brother when he is sick.	v						v	v																	v
464	C5/O/118/464	Thank you Grandpa.						v														*			v		
465	C5/T/118/465	Please describe the picture above!	v						*	v																	v
466	C5/S/119/466	My mother is a policewoman.			v												v	v									
467	C5/T/119/467	Please describe the picture above!	v						*	v																	v
468	C5/S/120/468	She joins the "The Police are Kids' Best friends" program.	v						v	v																	
469	C5/T/120/469	What kind of traffic sign do you know?		v											v	v											
470	C5/O/120/470	This sign means "Don't Stop!"			v												v	v									
471	C5/S/121/471	She protects the town from the crime.	v						v	v																	v
472	C5/S/122/472	In her spare time, she takes me to the cinema.	v						v	v																	v
473	C5/T/122/473	Please describe the picture below!	v						*	v																	v
474	C5/S/123/474	I know now.		v										v													v
475	C5/S/123/475	From now on, I will pay more attention to the occupations and the public places around my school and my home.	v						v	v	v																v
476	C5/S/124/476	My project is to make a map of my town.			v														v	v							v
477	C5/T/124/477	Attention please!	v						*	v																	
478	C5/T/124/478	In a group of four or five, please make a map of your town.	v						*	v																	v
479	C5/T/124/479	If possible, put several pictures of public places in your town.	v						*	v																	v
480	C5/T/124/480	Decorate your poster,	v						*	v																	
481	C5/T/124/481	then put it on the wall.	v						*	v																	v
482	C5/T/124/482	Thank you.						v														*			v		
483	C6/S/125/483	In this chapter, I will learn to describe people and animals: what they are like and what they do.	v							v	v																
484	C6/T/125/484	Do you have a pet?			v												v	v									
485	C6/S/126/485	Let's sing a song!	v						v					v													
486	C6/S/126/486	Old MscDonald had a farm,			v												v	v									
487	C6/S/126/487	And on that farm he had a COW,			v												v	v									v
488	C6/S/126/488	With a MOO MOO here and a MOO MOO there						v														v					v
489	C6/S/126/489	Here a MOO, there a MOO						v														v					v
490	C6/S/126/490	everywhere a MOO MOO						v														v					v
491	C6/S/126/491	Old MacDonald had a farm,			v												v	v									

No	Code	Clause	Process Types							Participant Functions																		Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	Vb	
492	C6/S/127/492	How nice they are!			v												v	v										
493	C6/T/127/493	Please describe the picture below!	v						*	v																	v	
494	C6/S/128/494	She is a helpful girl.			v												v	v										
495	C6/S/128/495	She is very kind.			v												v	v										
496	C6/S/128/496	He is very cheerful.			v												v	v										
497	C6/O/128/497	He is very diligent.			v												v	v										
498	C6/S/129/498	What do you think about your classmates?		v										v	v													
499	C6/T/129/499	Please ask your classmates' characteristics!						v														*				v		
500	C6/S/130/500	I have curly hair.			v												v	v										
501	C6/S/130/501	What about you?			v												v	*										
502	C6/S/130/502	He's tall.			v												v	v										
503	C6/S/130/503	He has curly hair.			v												v	v										
504	C6/S/130/504	He has dark skin.			v												v	v										
505	C6/S/130/505	She's tall.			v												v	v										
506	C6/S/130/506	Her hair is straight.			v												v	v										
507	C6/S/130/507	Her skin is smooth.			v												v	v										
508	C6/S/130/508	He's thin.			v												v	v										
509	C6/S/130/509	He has sharp eyes.			v												v	v										
510	C6/S/130/510	He has a pointed nose.			v												v	v										
511	C6/T/130/511	Please describe your family members!	v						*	v																		
512	C6/S/131/512	They are people around me.			v														v	v							v	
513	C6/T/131/513	Please write down your classmates' physical appearance!	v						*	v																		
514	C6/S/132/514	What do they look like?			v												v	v										
515	C6/T/132/515	Please circle the words you can find below!	v						*	v																	v	
516	C6/S/133/516	The elephant is big.			v												v	v										
517	C6/T/133/517	Please describe each animal below!	v						*	v																	v	
518	C6/S/134/518	These animals are around me.			v												v	v									v	
519	C6/T/134/519	Please write down animals you can find around you and their physical appearance!	v						*	v																	v	
520	C6/S/135/520	Animals are different.			v												v	v										
521	C6/T/135/521	Please find other animals which have fur, feathers, or scales!	v						*	v																		
522	C6/S/135/522	Look at the picture!	v						*	v																	v	
523	C6/S/135/523	The dog has fur.			v												v	v										
524	C6/S/135/524	The cat has fur.			v												v	v										
525	C6/S/135/525	The duck has feathers.			v												v	v										
526	C6/S/135/526	The chicken has feathers.			v												v	v										
527	C6/S/135/527	The fish has scales.			v												v	v										
528	C6/S/135/528	The snake has scales.			v												v	v										
529	C6/S/136/529	Animals are special.			v												v	v										
530	C6/T/136/530	Please practise with your friends about the expressions below!	v						*	v																	v	
531	C6/S/136/531	Why do you think a horse is strong?		v											v	v												
532	C6/S/136/532	Because it can bring heavy things.	v						v	v																		

No	Code	Clause	Process Types							Participant Functions																	Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	
533	C6/S/136/533	Why do you think a seal is clever?		v												v	v										
534	C6/S/136/534	Because it can play with the ball.	v							v	v																v
535	C6/S/136/535	Why do you think a monkey is playful?		v												v	v										
536	C6/S/136/536	Because it can play with the zookeeper.	v							v																	v
537	C6/S/136/537	Why do you think a peacock is beautiful?		v												v	v										
538	C6/S/136/538	Because it can show its colorful wings.	v							v	v																
539	C6/S/137/539	Thank you.						v															*		v		
540	C6/S/137/540	Are you alright?			v													v	v								
541	C6/S/137/541	Let me help you to stand up.	v							v	v																v
542	C6/S/137/542	You are so kind.			v													v	v								
543	C6/S/137/543	Thank you.						v															*		v		
544	C6/S/138/544	Thanks a lot.						v															*			v	
545	C6/T/138/545	Please write down some expressions for the picture below!	v							*	v																v
546	C6/S/139/546	I'm sorry.			v													v	v								
547	C6/T/139/547	Please make a dialogue based on the picture below!	v							*	v																v
548	C6/S/139/548	Ouch.. I'm so sorry.			v													v	v								
549	C6/O/139/549	It's OK, dear.			v													v	v								
550	C6/O/139/550	Let me help you.	v							v	v																
551	C6/S/139/551	Thank you.						v															*		v		
552	C6/O/139/552	You don't have to say it.						v															v		v		
553	C6/S/140/553	This week, I said : "Thanks" to						v															v			v	v
554	C6/T/140/554	Please write the names of people to whom you said thank you and where you said it.	v							*	v																
555	C6/S/140/555	Thank you so much.						v															*		v		v
556	C6/S/141/556	The box is heavy.			v													v	v								
557	C6/T/141/557	Please make a dialogue based on each picture below!	v							*	v																v
558	C6/O/141/558	Can you help me to carry this heavy box?	v							v	v																
559	C6/S/141/559	Sure, Papa.			v													*	v								
560	C6/O/141/560	Thank you.						v															*		v		
561	C6/S/142/561	Would you like to feed animals?		v												v	v										
562	C6/T/142/562	Please make a dialogue based on each picture below!	v							v	v																v
563	C6/O/142/563	Would you like to feed the cows?		v												v	v										
564	C6/S/142/564	I'm so sorry, we run out of the grass.			v													v	v								
565	C6/S/143/565	They look the same but they are different.			v													v	v								
566	C6/T/143/566	Please find the differences between two pictures below!	v							*	v																v
567	C6/S/144/567	I know now.		v												v											v
568	C6/S/144/568	From now on, I will pay more attention to the people and animals around my school and my home.	v							v	v	v															v
569	C6/S/145/569	My project is to do a Mini Survey.			v															v	v						
570	C6/T/145/570	Attention please!	v							*	v																
571	C6/T/145/571	Please work in groups of four or five.	v							*																	v
572	C6/T/145/572	Observe the environment around you.	v							*	v																
573	C6/T/145/573	Two groups observe the same objects.	v							v	v																

No	Code	Clause	Process Types							Participant Functions																		Circ
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv	Vb	
574	C6/T/145/574	Here are the things to observe: the number of family members, their characters, and animals around you.			v														v	v								
575	C6/T/145/575	The families to observe: a teacher's family, pak RT's family, and canteen owner's family.			v														*	v								
576	C6/T/145/576	Thank you.						v															*		v			
577	C7/S/146/577	In this chapter, I will learn to describe people, animals and things.	v						v	v																		
578	C7/T/146/578	Who is your idol?			v														v	v								
579	C7/S/147/579	This is my backyard.			v														v	v								
580	C7/T/147/580	Please describe the picture!	v						*	v																		
581	C7/S/147/581	What do you think about the boy?		v											v	v												
582	C7/S/147/582	The boy is handsome.			v												v	v										
583	C7/S/147/583	He is diligent.			v												v	v										
584	C7/S/147/584	He is kind to animals.			v												v	v									v	
585	C7/S/148/585	This is my family.			v														v	v								
586	C7/T/148/586	Who is she/he?			v														v	v								
587	C7/T/148/587	What do you think about her/him?		v											v													
588	C7/T/148/588	What does she/he do?	v						v																			
589	C7/S/148/589	This is my grandfather.			v														v	v								
590	C7/S/148/590	He is a hard worker.			v												v	v										
591	C7/S/148/591	He works at the farm.	v						v																		v	
592	C7/S/148/592	She is Lina.			v														v	v								
593	C7/S/148/593	She is a pretty girl.			v												v	v										
594	C7/S/148/594	She always helps me.	v						v	v																		
595	C7/S/148/595	This is my father.			v														v	v								
596	C7/S/148/596	He is very kind to me.			v												v	v										
597	C7/S/148/597	He mows the lawn.	v						v																			
598	C7/S/149/598	I find them on my backyard.	v						v	v																	v	
599	C7/T/149/599	What kind of things do you find on your backyard?	v						v	v																	v	
600	C7/S/149/600	These are cows.			v												v	v										
601	C7/S/149/601	They are big and strong.			v												v	v										
602	C7/S/149/602	They eat grass.	v						v	v																		
603	C7/S/149/603	This is a grasshopper.			v												v	v										
604	C7/S/149/604	It is green.			v												v	v										
605	C7/S/149/605	It hops on the grass.	v						v																		v	
606	C7/S/149/606	It is a hut.			v												v	v										
607	C7/S/149/607	It's made of bamboos.	v						v																			
608	C7/S/149/608	We like sitting there.		v											v	v											v	
609	C7/S/150/609	What do you think about them?		v											v													
610	C7/T/150/610	Please describe each picture in the box below!	v						*	v																	v	
611	C7/S/151/611	People around me			v														*	v								
612	C7/S/151/612	Please describe each picture below!	v						*	v																	v	
613	C7/S/152/613	These are people around me.			v														v	v							v	

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No	Code	Clause	Process Types						Participant Functions																	Circ	
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta		Rv
657	C7/T/158/657	What can we do there?	v						v																		v
658	C7/S/159/658	Home sweet home.	v						*	v																	v
659	C7/S/159/659	This is my sofa.			v													v	v								
660	C7/S/159/660	It is very comfortable.			v												v	v									
661	C7/S/159/661	I like sitting on it.		v											v	v											v
662	C7/S/159/662	This is an English book.			v												v	v									
663	C7/S/159/663	It is an interesting book.			v														v	v							
664	C7/S/159/664	I read it everyday.	v						v	v																	v
665	C7/S/159/665	This is a bowl.			v												v	v									
666	C7/S/159/666	It's round.			v												v	v									
667	C7/S/159/667	We put soup in it.	v						v	v																	v
668	C7/T/159/668	Please describe about things around you!	v						*	v																	v
669	C7/S/160/669	What do you think about him?		v											v	v											
670	C7/T/160/670	Please answer the questions below!	v						*	v																	v
671	C7/S/160/671	He is Edo.			v														v	v							
672	C7/S/160/672	He helps his parents.	v						v	v																	
673	C7/S/160/673	He prepares breakfast in the morning.	v						v	v																	v
674	C7/S/160/674	He washes his father's motorcycle in the afternoon.	v						v	v																	v
675	C7/S/160/675	He also feeds the fish.	v						v	v																	
676	C7/T/160/676	What do you think about Edo?		v											v												
677	C7/T/160/677	How does he help his mother?	v						v	v																	
678	C7/T/160/678	How does he help his father?	v						v	v																	
679	C7/S/161/679	What do you think of them?		v											v	v											
680	C7/T/161/680	Please describe the question below!	v						*	v																	v
681	C7/S/162/681	I know now.		v											v												v
682	C7/S/162/682	From now on, I can describe everybody in my family and everything around me.	v						v	v																	v
683	C7/S/163/683	My project is to describe my idols, my favorite animals and things in front of the class.			v														v	v							v
684	C7/S/163/684	They are my idols.			v														v	v							
685	C7/S/163/685	They are my favorite animals.			v														v	v							
686	C7/S/163/686	They are my favorute things.			v														v	v							
687	C7/T/163/687	Attention please!	v						*	v																	
688	C7/T/163/688	Put the pictures of your idol, favorite animals and things on the wall in your class!	v						*	v																	v
689	C7/T/163/689	Thank you.						v															*		v		
690	C8/S/164/690	In this chapter, I will learn to make instruction, short notices, and warnings/cautions.	v						v	v																	
691	C8/T/164/691	Do you find signs at your schools?	v						v	v																	v
692	C8/S/165/692	Be quiet, please!			v												*	v									
693	C8/T/165/693	Please describe this picture!						v															*			v	
694	C8/S/166/694	What should you do or not do when you see these signs?	v						v																		v
695	C8/T/166/695	Please describe this signs below!	v						*	v																	

[illegible]

No	Code	Clause	Process Types							Participant Functions																	Circ	
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta	Rv		Vb
737	C8/T/182/737	You may also collect several photos of your activities in the classroom.	v						v	v																		v
738	C8/T/182/738	Invite your parents to come.	v						*	v																		
739	C8/T/182/739	Tell them what you've done in English.						v															*		v		v	
740	C8/T/182/740	Thank you.						v															*		v			

Process Types	Participant
Ma Material	Actor, Goal, Recipient, Client, Initiator, Scope
Me Mental	Senser, Phenomenon
Re Relational	Carrier, Attribute, Identified, Identifier
Be Behavioral	Behaver, Behavior
Ex Existential	Existent
Ve Verbal	Sayer, Target, Receiver, Verbiage

APPENDIX C

TABLE ANALYSIS OF CIRCUMSTANTIAL ELEMENTS

[illegible]

No	Code	Clause	Circumstantial Elements																						
			Extent			Location		Manner				Cause			Accompaniment		Mt	Role		Contingency			Angle		
			Di	Du	Fr	Pl	Ti	Ms	Qu	Co	Dg	Rs	Pr	Bf	Cm	Ad	Mt	Gu	Pd	Cd	Df	Cn	So	Vp	
34	C2/T/31/137	Please write down your schedule here!				v																			
35	C2/S/34/142	On Monday , I play football.					v																		
36	C2/S/34/143	On Tuesday , I learn to play guitar.					v																		
37	C2/S/34/144	On Wednesday , I go jogging.					v																		
38	C2/S/34/145	On Thursday , I go to the library.					v																		
39	C2/S/34/146	On Friday , I visit my grandmother.					v																		
40	C2/S/34/147	On Saturday , I go swimming.					v																		
41	C2/S/34/148	On Sunday , I go to the park.					v																		
42	C2/S/34/149	What do you do on Monday ?					v																		
43	C2/S/34/150	When do you go jogging?					v																		
44	C2/S/34/151	What do you do on Wednesday ?					v																		
45	C2/S/34/152	When do you go swimming?					v																		
46	C2/S/37/161	I go to school at six thirty .				v	v																		
47	C2/S/37/162	I go to school at six thirty in the morning .				v	v																		
48	C2/T/37/163	Please write down the activity and the time in each picture!				v																			
49	C2/T/38/165	Please write the time based on the pictures below!				v																v			
50	C2/T/40/167	Please write down your daily activities here!				v																			
51	C2/T/40/168	Please ask your classmates about their activities in the morning, in the aftrenoon, in the evening, and at night!					v																		
52	C2/T/42/175	Please practise the expressions above with your friends with different months!						v						v											
53	C2/S/46/184	When do we celebrate Kartini's day?					v																		
54	C2/S/46/185	When do we celebrate Kartini's day?					v																		
55	C2/T/46/186	On 21st of April .					v																		
56	C2/T/47/187	When do we celebrate these National days?					v																		
57	C2/S/48/188	I know now .					v																		
58	C2/S/48/189	Now I know how to say the time and the date.					v																		
59	C2/T/49/192	Work in groups of four or five .						v																	
60	C2/T/49/194	Each calendar should be different from group to group .							v																
61	C2/T/49/195	For that, you should do mini research about the National days and International Days in every month .					v																		
62	C2/T/49/196	and then put it in the classroom .					v																		
63	C2/T/50/201	Please work in groups of four or five .						v																	
64	C2/T/50/205	Move your token based on the number .																				v			
65	C2/T/50/206	Say the name of the day of the week and the date that you are on with your token.				v																			
66	C3/S/51/210	In this chapter , I will learn to introduce myself and everybody in my family .				v																			

[illegible]

[illegible]

No	Code	Clause	Circumstantial Elements																						
			Extent			Location		Manner				Cause			Accompainment		Mt	Role		Contingency			Angle		
			Di	Du	Fr	Pl	Ti	Ms	Qu	Co	Dg	Rs	Pr	Bf	Cm	Ad	Mt	Gu	Pd	Cd	Df	Cn	So	Vp	
206	C7/S/163/683	My project is to describe my idols, my favorite animals and things in front of the class.				v																			
207	C7/T/163/688	Put the pictures of your idol, favorite animals and things on the wall in your class!				v																			
208	C8/T/164/691	Do you find signs at your schools?				v																			
209	C8/S/166/694	What should you do or not do when you see these signs?					v																		
210	C8/T/166/695	Please describe this signs below!				v																			
211	C8/S/168/698	These are the signs I see along the way from home to school.	v																						
212	C8/T/168/699	Please draw the signs that you find from home to school!	v																						
213	C8/T/170/702	Please describe the signs below!				v																			
214	C8/T/172/705	Please describe the signs below!				v																			
215	C8/T/173/707	Please draw some warning signs in the box below!				v																			
216	C8/T/174/709	Look at the picture!				v																			
217	C8/S/174/711	Do not play in the pond!				v																			
218	C8/S/174/714	Stay away from the fence!				v																			
219	C8/S/178/718	What kinds of signs can I put there?				v																			
220	C8/T/178/719	Please draw the signs that you can find at your school!																							
221	C8/S/179/720	I know now.					v																		
222	C8/S/179/721	From now on, I will pay attention to the signs around me.		v		v																			
223	C8/S/180/722	My project is to make different signs for my school.											v												
224	C8/T/180/724	Please make several signs you can use in your school.				v																			
225	C8/T/180/725	Put them in the in the right places.				v																			
226	C8/T/181/729	One student will come to the front of the class.				v																			
227	C8/T/182/735	You should hold an exhibition to display the objects produced by your English class this year.		v									v												
228	C8/T/182/737	You may also collect several photos of your activities in the classroom.				v																			
229	C8/T/182/739	Tell them what you've done in English.						v																	

Ex	Extent	distance, duration, frequency
Lo	Location	place, time
Mn	Manner	means, quality, comparison, degree
Ca	Cause	reason, purpose, behalf
Ac	Accompaniment	committative, additive
Mt	Matter	
Ro	Role	guise, product
Co	Contingency	condition, default, concession
An	Angle	source, viewpoint

APPENDIX D

SURAT KETERANGAN

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Denny Toto Prasetyo
Alamat : Pogung Kidul SIA XVI No. 8c Sleman
Usia : 22 tahun
Institusi : Alumni UNy

menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakuakn oleh Saudari Silvi Salsabil sesuai dengan data yang ada pada *Tabel of Transitivity Analysis* dari Buku Teks 'Bahasa Inggris When English Rings the Bell'. Demikian pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 16 Desember 2013

Yang membuat pernyataan,

Denny T.P.

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Aprida Nur Riya Susanti

Alamat : RT/RW 02/02 Cabean, Pluntrun, Pulung, Ponorogo

Usia : 22 tahun

Institusi : Alumni UNY

menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakuakn oleh Saudari Silvi Salsabil sesuai dengan data yang ada pada *Tabel of Circumstantial Elements of Transitivity Analysis* dari Buku Teks 'Bahasa Inggris When English Rings the Bell'. Demikian pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 14 November 2013

Yang membuat pernyataan,

Aprida NRS

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Satrio Aji Pramono

Alamat : Karangmalang D3 Depok Sleman

Usia : 22 tahun

Institusi : Alumni UNY

menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakuakn oleh Saudari Silvi Salsabil sesuai dengan data yang ada pada *Tabel of Circumstantial Elements of Transitivity Analysis* dari Buku Teks 'Bahasa Inggris When English Rings the Bell'. Demikian pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 11 Januari 2014

Yang membuat pernyataan,

Satrio A.P.